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A SET OF METHODS FOR RESEARCH ON WORK TEAMS

J. Richard Hackman

Technical Report #1
Research Program on Group Effectiveness
Yale School of Organization and Management
December, 1982

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Abstract

This report describes a set of instruments that can be used in research on the effectiveness of work teams in organizations. The instruments are based on an action-oriented model of group task effectiveness. They were developed as part of a research program in which multiple methods are used to assess the performance-relevant characteristics of work teams and their organizational contexts. The instruments are: (a) a guide for conducting observations of work teams in situ, (b) an interview protocol for use in obtaining group members' own assessments of their team and the surrounding organization, and (c) two questionnaires (one appropriate for group members, one for nonmembers) that assess member perceptions of the variables in the group effectiveness model. Copies of all instruments and their manuals or scoring keys are appended.



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A SET OF METHODS FOR RESEARCH ON WORK TEAMS¹

This report describes a set of instruments for use in research on groups that perform tasks in organizational settings. The instruments include (a) an "observer's guide" for assessing the properties of work teams and the contexts in which they operate, (b) an interview guide for obtaining descriptions of the group and the organization as members view them, with minimum imposed structure, and (c) self-report questionnaires appropriate for use by group members and by nonmembers who know the group well.

The instruments are appended to this report. Their general features are described below.

Model-based. The instruments were designed to explore concepts in an emerging model of group task effectiveness. While they cover numerous aspects of groups and their contexts, they focus on issues that are hypothesized as important in understanding why some groups perform better than others. The intent is to make some progress toward a theory of action for work team effectiveness--i.e., a model that identifies factors that are potentially manipulable by group members (or by people responsible for the design and management of a group) to improve performance effectiveness. The instruments, then, may be of limited use in generating data about aspects of group functioning that do not directly bear on task effectiveness, or in doing research on the empirical associations among model-specified variables under static conditions. They are were designed specifically to be useful in

¹ Numerous students and colleagues at Yale University and the University of Michigan contributed to the development of these methodologies. Among them are: David Abramis, Tory Butterworth, Mary Ellen Colten, Mary Lou Davis, Dan Denison, Stewart Friedman, Connie Gersick, Mary Dean Lee, Dee Perkins, Chris Poulson, Jim LaRocco, Richard Saavedra, and Robert Sutton. Their contributions are much appreciated.

developing theory that can be applied to the design and management of task-performing teams in organizations.

Cross-level. Changes in individual group members, in the design or structure of the performing unit, in group interaction process, and in the performance context of the group all can result in changes in group task effectiveness. For this reason, a model of group effectiveness, and instruments that are based on such a model, must cross levels of analysis. For an action model, however, the emphasis should be on variables--at whatever level of analysis--that are potentially influenceable by organization members. The instruments described here focus on the design of groups as performing units, on the design of the organizational contexts in which groups work, and on the patterns of interaction that take place among group members. Some attention, but relatively less, is given to the design of the extra-organizational context of the group and to the personal characteristics of individual group members, on the grounds that such factors are relatively less open to direct influence by group members and managers.

Multiple methods. Any single methodology for assessing the properties of task-oriented groups--whether a self-report questionnaire, an unstructured interview, or an observational technique--is necessarily incomplete and subject to systematic error. To get a good "fix" on the performance-relevant characteristics of groups, then, it is necessary to use simultaneously different data collection methodologies that have different vulnerabilities. It turns out that observational techniques are particularly good for obtaining certain types of data (e.g., how group members typically work together), but bad for others (e.g., the the impact of rare but significant interventions by management, such as an end-of-the-year bonus to the group for excellent

performance). Structured questionnaires, on the other hand, are excellent for probing member views of particular issues that are already well-specified conceptually; but the questionnaire is not a good vehicle for discovering factors relevant to team performance that are not anticipated when the instrument is developed. Interviews have their own special risks and benefits. It is, for example, far easier to change what one says about the group in an interview than it is to disguise what one actually does in the group over a period of time. On the other hand, behavior often is highly ambiguous in meaning, and sometimes it is very useful in understanding a group to hear first hand members' reports of what they intend in their behavior, and how they make sense of what they already have done.

For all these reasons, it appears necessary to use multiple methodologies if one aspires to a relatively complete and valid understanding of how a task-performing group is operating, why, and what might be changed to improve things.

Thick description. The instruments are intended to provide a relatively rich and detailed description of groups and their contexts, with many opportunities for checking the findings obtained using one methodology with those obtained using another, and for assessing the degree to which documented features of a group persist over time and changing circumstances.

Use of the instruments to describe and assess a group is a time-consuming proposition (often two or three days on site with even a small group performing a relatively structured group task). This cost in time and effort may be worth paying in those circumstances when one is developing ideas about groups and how they work, which is the rationale for the present instruments and their use. These instruments, and their imperatives for researcher

behavior, would obviously be inappropriate for focussed investigations that address only a few relatively well-defined or well-understood aspects of team performance.

Restricted applicability. Many diverse phenomena have been discussed in the research literature under the heading "group performance." The heterogeneity of groups, tasks and settings that have been studied under this label may be one reason that the group performance literature has, thus far, defied systematic integration. The instruments presented here are intended for use only with intact teams that perform a group task in an organizational context. Many other kinds of teams (e.g., departments in organizations, or "coacting" groups) are excluded from consideration: these instruments are not appropriate for research on them. The domain for which the instruments are appropriate is described in operational terms in a subsequent section. The point of emphasis here is that the instruments are not intended to be useful in research on any and all entities that may happen to be called "task groups" in organizations.

Under development. The instruments are still under development and revision. While each of the instruments has undergone at least one major revision (and most have had two revisions) based on pretest data, their psychometric properties and their substantive validity are still being explored. The hope is that by examining these instruments other researchers may get some ideas that will be helpful to them in their own research on group effectiveness. The instruments are not being presented as a finished or efficient set of devices for assessing the performance characteristics of work teams: at the moment, they are neither finished nor efficient. They may be used only with permission, and only with an understanding of the costs of the

researcher time needed to use them well and of the risks inherent in working with materials that are still under development.

Domain

The instruments are designed to be applicable only to work groups in organizations. Any group that is studied using the instruments must be a real group (that is, an intact social system, not some statisticized aggregation), it must have one or more group tasks to perform, and it must operate within an organizational context.

This turns out to be a fairly inclusive statement: included is everything from a group of executives charged with making a decision about where to locate a new plant, to a team of rank-and-file workers assembling an industrial product, to a group of students writing an analysis of a classroom case for a professor, to a health care team tending to the medical needs of a group of patients. It makes no difference whether the output of the group is a decision, a solution to a problem, a new idea, a service, or a physical product. All that is required is that the group be a real (even if small) social system in which members labor together to generate real group products.

In the paragraphs to follow, I discuss in turn the requirements that the group be a "real" group, that it have a group task to perform, and that it be located in an organizational context.

The group is a real group. A group is viewed as a bounded collection of people who operate as a social system. Specifically, following the lead of Alderfer (1977), a group is included if it has the following three features:

1. It is perceived as a group both by members (who should be able to reliably distinguish members from nonmembers) and people who know the group

but are not members of it (who should be able to identify and characterize the group in relatively specific terms).

2. Members have significantly interdependent relations with one another. This does not imply that members must have continuous face-to-face interaction with one another, but it does mean that members share common concerns and are dependent on one another to realize some individual or shared outcomes.

3. Members have differentiated roles in the group. There is agreement among members that different people are expected to behave in different ways as the group goes about its business.

What about size? If a group exceeds some size does that, by itself, mean that it ceases to be a group (and becomes, perhaps, an organization)? No. Only if one or more of the criteria listed above ceases to be met as a group grows does it leave our domain. In fact, this will be the case for many large groups: at some size it will become exceedingly difficult for members to have significantly interdependent relations with one another, or for there to be generally shared expectations about the role behavior of individual group members. How about very small groups? The answer again is straightforward: a group can be as small as a dyad and still meet the three criteria--a marriage being a ready example.

And what about the permanence of a group? Does a group have to have some significant life expectancy to fall within our domain? Again the answer is no. A group is a group even if it is temporary so long as it meets the three criteria--as might be the case for a committee formed to make a specific decision that disbands in an hour having made the decision. There is no lower-bound on the life span of a group--although it is doubtful that the third criterion (differentiated roles within the group) could be met for an

extremely short-lived group of people who initially were unknown to one another.

The group has a task to perform. What is required here is that members have a piece of work to do together that generates a discernable group product. Specifically:

1. The group must be the performing unit, not individual members. If someone external to the group assigns its members individual tasks to perform, and then holds people accountable individually for their performance on those separate tasks, a group task does not exist. This is true even if the individual performance operations take place in a group setting (as in co-acting groups) and even if someone later takes the individual products and puts them together into a "group" product. The task must belong to the group as a collective, and the group must be collectively responsible for performance outcomes.²

2. The task of the group must be identifiable and potentially measurable.

For present purposes, a task can be defined as follows:

A task may be assigned by an external agent, or may be self-generated. In either case, it consists of a stimulus complex and a set of instructions that specify what is to be done vis-a-vis the stimuli. The instructions indicate what operations are to be carried out by the performers (sometimes within specified constraints) and/or what objectives are to be achieved. (Adapted from Hackman, 1969)

The "stimulus materials" referred to in the definition may be ideas or issues as well as physical materials, and the instructions, constraints and objectives may be given to the group in written form, orally, or even implicitly (e.g., as when a manager says "Well, don't you people think you

² If group members should decide to divide up their work on the group task, with individuals carrying out subtasks more-or-less on their own, it remains a group task so long as the assembly or integration of the individual work continues to be the responsibility of the group as a whole.

should do something about the broken machine?") What is critical is that there be a task whose properties (i.e., stimulus materials, instructions and objectives) are potentially measureable.

2. The task must require that some group-level output be generated. This can be a written or physical product, a service, a decision, or even simple documentation that all required performance processes have been carried out according to specification. But there must be some kind of task outcome whose acceptability (e.g., to the clients of the group's work, or to people who are charged with reviewing the work of the group) is at least potentially assessable.

This restriction on the domain of the instruments (and the model on which the instruments are based) turns out to exclude from consideration many real groups--such as social groups, support groups, reference groups, and so on. The instruments are appropriate only for groups that generate some potentially measurable group output in response to a specifiable group task.

The group operates in an organizational context. A substantial portion of the existing research literature on group performance is based on experiments in which contextual effects have been deliberately controlled and/or minimized. The assumption, in many cases, has been that contextual influences would muddy the interpretive waters, and make it more difficult to tease out inter-member dynamics that are associated with performance effectiveness.

The instruments presented here are based on an alternative assumption--namely, that contextual effects may be among the most powerful and important influences on group task performance. For this reason, (a) the instruments give considerable attention to group-context relationships, and

(b) the applicability of the instruments is restricted to those groups that do operate in a surrounding organization.

Specifically, the instruments apply only to groups that meet the following two criteria: (1) the group has significant interdependent relations with other groups or their representatives, and (2) the group is subject to influence by organizational structures and systems put in place by agents of the organization of which the group is a part.³

This criterion, too, restricts the domain for which the instruments are appropriate. Voluntary groups that decide to perform tasks of their own choosing (such as a fishing club whose members decide to spend one evening each week tying flies) would be excluded, since such groups have no significant relations with other groups and they are not subject to influence by systems installed by representatives of a surrounding organization. Because the instruments give so much attention to relationships between the focal group and the organization of which it is a part, it would be inappropriate to attempt to use them to understand groups for which there is no organizational context--or for which the context is of no relevance to how the group goes about its work.

Conclusion. A good deal of space has been given to delineating the kinds of groups to which the instruments are intended to apply. The latitude of inclusion is wide, and that is intended: the hope is that the instruments, when refined, will be useful in doing research on a variety of task-performing groups in a heterogeneity of organizational settings. But it also should be emphasized that the instruments are not universally applicable to anything and

³ Examples include reward systems, production systems, information systems, training programs, and numerous other management-initiated procedures or programs designed to control and/or coordinate behavior in the organization.

everything that someone might, in conversation, refer to as a "task group." Part of the problem in making sense of existing research on group task performance is that qualitatively different kinds of social systems have been lumped together under a common label, and it is hoped that the present set of methodologies will not be the next in a long line of victims of that error.

Classes of Variables Assessed by the Instruments

The major classes of variables that are assessed by the instruments are described below. While not all variables are addressed by all of the instruments, measures for each variable are obtained from at least two of the instruments. The instruments themselves are described in the section following this one. A framework graphically illustrating these classes of variables is provided on Page 3 of the Guide for Observations of Work Teams, which is the first instrument to follow the text of this report.

Description and Classification of the Group

1. Description of general features of the group. Assessment of group size, the arrangement of the physical place where the group meets or does its work, where the group is in its life cycle, where it is located in the organization, the general kinds of activities members engage in.

2. Classification of the group. Assessment of the group on the variables defining its appropriateness for the present methodology (see above): whether it is an intact social system, whether it has a group task, and whether it is located in an organizational context. Descriptive detail on each of these variables.

3. Authority structure. Assessment of the leadership structure within and around the group, resulting in placement of a group on a continuum ranging from "manager-led" through "self-managing" to "self-designing."

Design of the Group as a Performing Unit

1. Structure of the group task. Analysis of the formal requirements of the group task, and assessment of the motivational properties of the task (e.g., in terms of the meaningfulness of the task, the autonomy the group has in working on it, and the extent and quality of the feedback the group receives about its work).

2. Composition of the group. Assessment of the sufficiency of members' task and group relations skills. Estimation of the appropriateness of the group size, and of member heterogeneity, for the task to be performed.

3. Group norms governing performance processes. Assessment of the presence and level of crystallization of behavioral norms in the group, and of the degree to which those norms support members in (a) analyzing the performance context of the group and (b) actively planning their performance strategy based on this analysis.

Structure of the Organizational Context⁴

1. Supportiveness of rewards and objectives. Assessment of the degree to which there are (a) clear, specific and accepted objectives for the performance of the group, and (b) positive consequences contingent on excellent group performance.

2. Availability of task-relevant education and consultation. Assessment of the degree to which educational assistance (in the form of training and/or technical consultation) is available to the group should it be needed.

⁴ For several aspects of the performance context, data also are collected about the extra-organizational context. Assessment is made, for example, of the quality and appropriateness of performance-relevant information that is received by the group from sources outside the organization as well as from people or groups who also are organization members.

3. Availability of task-relevant data and information. Assessment of the degree to which data and information are made available to the group in a timely fashion regarding: (a) the parameters of the performance situation (including performance requirements, constraints and evaluation standards), and (b) the likely implications or consequences of choices the group might make about its performance strategy.

Group Interaction Process

1. Signs of problems (or unexploited opportunities). Assessment of the degree to which the group experiences "process losses" in coordinating member efforts, in applying member knowledge and skill to the task, and in devising and executing task-appropriate performance strategies. Estimation of the degree to which the group is failing to exploit opportunities for synergistic effects (or "process gains") in these same areas.

2. Availability of process assistance. Assessment of the degree to which members obtain, from managers or consultants, needed assistance in working together as a team.

Effectiveness Criteria

Intermediate criteria of effectiveness. Assessment of the degree to which members (a) apply sufficient effort to the task, (b) bring enough knowledge and skill to bear on it, and (c) employ task-appropriate task performance strategies in carrying out their work.

2. Final criteria of effectiveness. Assessment of group effectiveness on three dimensions: the degree to which (a) the productive output of the group is acceptable to those who receive, use and/or review it, (b) the social processes of the group maintain or enhance the capability of members to work together, and (c) the group experience serves more to satisfy than to frustrate members' personal needs and wants.

Potential Moderators of Design-Outcome Relationships

1. Technological and environmental constraints. Assessment of the degree to which technological or environmental factors beyond the influence of group members limit their leverage on factors that contribute to (or detract from) group performance effectiveness.

2. Material resources. Assessment of the adequacy of the resources (e.g., tools, equipment, money, materials, space) the group needs if it is to perform its work well.

Exploratory Variables

1. The extent and quality of inter-group relations.
2. The style of leadership experienced by the group.
3. The overall "climate" of the organization.
4. The level of esteem nonmembers have for the group.

Overview of the Instruments and Manuals

The instruments and their manuals or scoring guides are described below, in the order in which they subsequently are presented in this report.

Guide for Observations of Work Teams

This is the "master" instrument, from which the others are derived. It is a very long form for recording observations about task performing groups. The Guide focusses the attention of the observer on the classes of variables described above, and asks for specific examples of things that happen in the group that contribute to the observer's understanding of the group and the situation. Behaviorally-anchored scales are provided for making numerical summary assessments of each class of variables after observations have been completed. The Guide also includes several open-ended questions that allow the observer to record more impressionistic data about the group.

Depending on the size of the group, its schedule, the complexity of its work, and the subtlety of its processes, one to three days of observation may be required for an observer to obtain sufficient information to complete the Guide. Filling out the Guide itself may require an additional day. The Guide provides a rich and informative set of data, but requires a substantial commitment of time and energy.

Instruction Manual for the Guide for Observation of Work Teams

Authored by Connie Gersick, this is a 34-page set of instructions for completing the Observer's Guide. After some introductory material (e.g., on the nature of observation, the use of evidence, and the development of behavioral anchors), the Manual proceeds through the sections of the Guide addressing problems that may be encountered in conducting the observations or completing the Guide, and providing additional detail about many of the variables that are assessed.

Work Team Interview Guide

The Interview Guide is an attempt to capture, using whatever language and conceptual structures group members may choose to employ, group experiences that are relevant to the concepts addressed by the model. To minimize the degree to which the interviewer imposes structure, all questions are in a "Tell me about a time when..." format. To explain, here is a section from the instructions that are given at the outset of the interview:

"...let me suggest a way we might proceed. I'd like to get information about your group that is as specific and as concrete as possible. Therefore, I would like to mention some kinds of issues that sometimes come up when groups do work, and ask you to tell me about a specific time when your group dealt with each issue.

For example, I might ask you to think of a time when your group performed especially well, did a really super job on something.

You could respond by telling me as much as you remember about that time: what the work was that you were doing, what the group did, what happened afterwards, and anything else that comes to mind about that particular event...."

While the Interview Guide asks the interviewer to make numerical assessments of several concepts based on the responses of each interviewee, its real value is the opportunity it provides to do a content analysis of how the life of the group is recalled and expressed by group members. In addition, the interviews invariably yield many rich and specific examples that are relevant to the classes of variables addressed by this set of instruments--examples that come in the words and concepts used by the respondent, rather than those the researcher might have chosen in designing a more structured interview.

The interview takes a little over an hour to administer with most respondents, although it tends to be an engaging experience and respondents often talk at such length that the interviewer must keep things moving if the promised ending time is to be honored. It sometimes is advisable, when time is short or respondents are particularly talkative, to skip questions or subsections for some respondents, picking them up with others.

When the interview was designed, it was expected that a content analysis scheme would be developed for scoring interviewee accounts of events. This has not yet been done.

Work Team Questionnaire

This questionnaire is a structured, self-report instrument that assesses group member perceptions of most of the concepts listed earlier in this report. It consists of 109 Likert-type items grouped into seven major sections, plus a seven-item section on biographical background. The questionnaire takes approximately 20 minutes to complete.

Guide to the Work Team Questionnaire

This is the scoring key for the Work Team Questionnaire. Instructions are provided for obtaining scores on the following concepts: (a) motivational structure of the group task [separate subscores for task meaningfulness items, task autonomy items, task feedback items, and summary items], (b) group composition, (c) presence of behavioral norms, (d) direction of behavioral norms [i.e., favoring or discouraging strategy-mapping activities], (e) organizational reward system, (f) organizational education system, (g) organizational information system, (g) managerial support for the team, (h) resource availability, (i) quality and extent of inter-group relations, (j) quality of group task processes [separate subscores for effort-related items, knowledge and skill-related items, and strategy-related items], (k) quality of group interpersonal processes, (l) intermediate effectiveness criteria [separate subscores for effort-related criteria, knowledge and skill-related criteria, and strategy-related criteria], (m) performance effectiveness, (n) general satisfaction, (o) internal work motivation, and (p) several specific aspects of satisfaction [security, pay, coworkers, supervision, and growth opportunities].⁵

Other scales can, of course, be constructed from the instrument. Those listed above were the ones in mind when the instrument was written, and they may or may not hold up empirically. Psychometric analyses of the instrument have not yet been carried out, and will not be until a sample is accumulated that is of adequate size--and that has sufficient variation among groups on the concepts being assessed. Given that the basic unit for some of the

⁵ Note that some items in the questionnaire are negatively phrased; these must be statistically reversed before computing summary scores. Negatively phrased items are easy to identify and are not explicitly noted in the Guide.

analyses that must be done is the group (not the individual respondent), it has taken some time to develop a statistically appropriate data base.

Survey of Work Team Characteristics

This instrument is designed for individuals who know a group reasonably well but who are not members of it. The items in the instrument, and its structure, parallel those of the Work Team Questionnaire, except that items are written in the third person and sections requesting self-reports of affective states are omitted. The instrument provides a means to directly compare the perceptions of group members about their team (and its context) with the perceptions of nonmembers. The instrument consists of 88 items grouped into five sections, and takes about 15 minutes to complete.

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GUIDE FOR OBSERVATIONS OF WORK TEAMS

J. Richard Hackman

Yale University

January 1982

General Instructions

1. Carefully study this Observer's Guide (and its accompanying Manual) before beginning your observations. And it is a good idea to review the Manual once again before starting to record your observations.

2. When responding to closed-end items, circle the one numerical alternative that best describes the group being observed.

3. Circle the letters of all the "anchors" that characterize a group when making your ratings of closed-end items--even though they may be listed with different numerical alternatives (e.g., one anchor from alternative "1," one from alternative "3" and so on). Your numerical rating of the group on the item does not have to perfectly match the anchors circled. For each item, then, you will circle only one numerical rating but as many lettered "anchors" as are descriptive of the group.

4. Not all items in this Guide may be relevant for all groups. If an item does not apply to the group you are observing, write "Not Relevant" in the space below the item, and circle alternative "8" if it is present. Then, under "Evidence and details" for the item, explain why the item is not relevant.

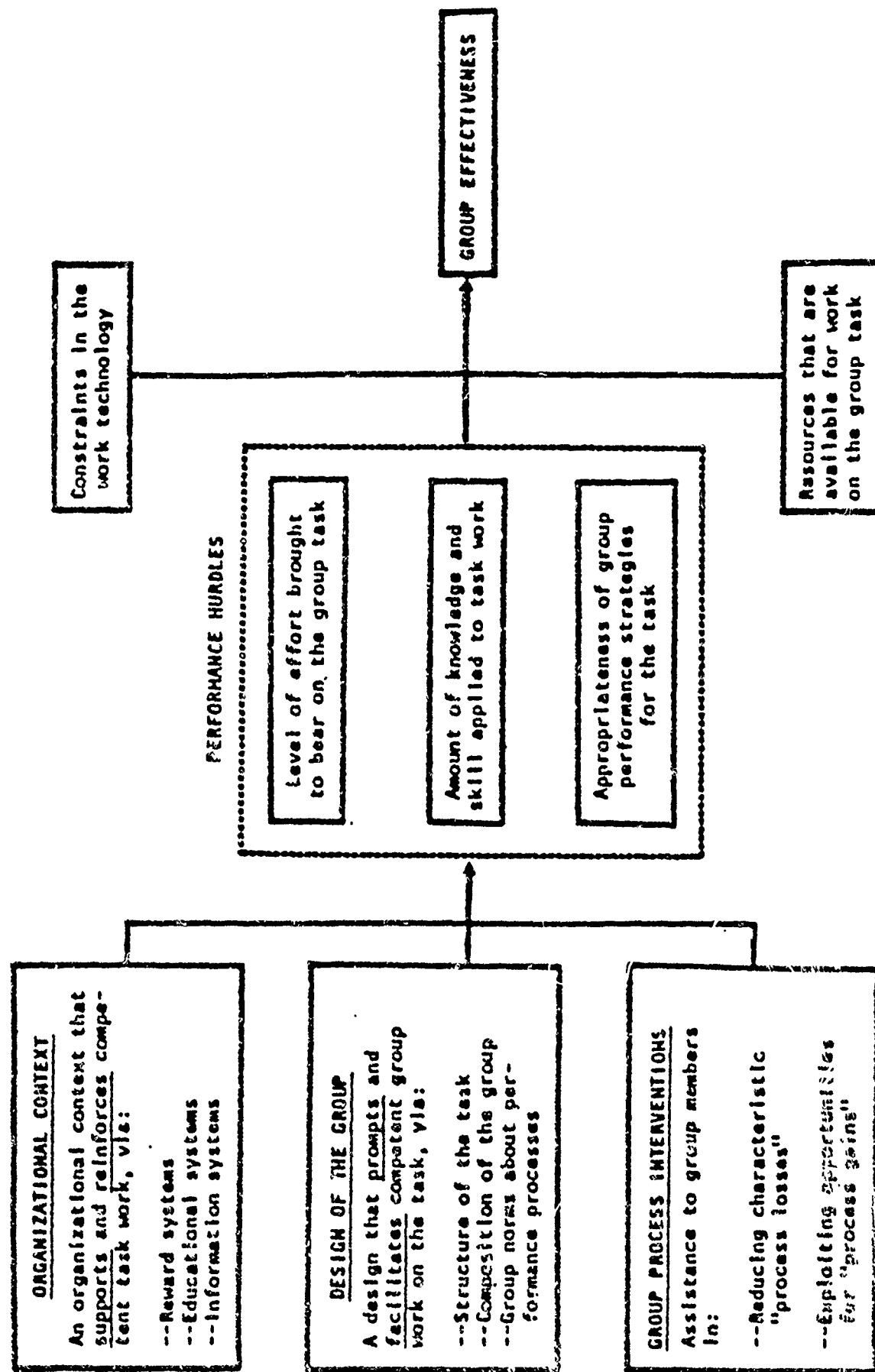
5. If you find you have been unable to obtain sufficient data to respond to a particular item, write "No Data" in the space below the item, and circle alternative "9" if it is present. Then, under "Evidence and details" for the item, explain the problem in obtaining the needed data.

6. Please provide (in the margins by existing anchors, or under "Evidence and details") additional anchors that characterize the group and affect your rating of it. This is particularly important for items for which sample anchors are not presently supplied, or when the sample anchors do not capture significant features of your group for the item being considered.

7. Plan on spending a full day completing the Guide after you have finished your observations. It is crucial, at this stage of the project, that you provide as much detail and as many actual examples as you can to illustrate, amplify and explain your ratings.

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Overview of the group performance model.

I. BASIC INFORMATION

A. RE: DATA COLLECTION

- [1] Observer name: _____
- [2] Organization name: _____
- [3] Department or unit name: _____
- [4] Group identification: _____
- [5] Dates of observation: _____
- [6] Approximate amount of direct observation time: _____
- [7] What special circumstances may have affected the quality or completeness of the data (either favorably or unfavorably)?

B. RE: THE GROUP OBSERVED

B1. What the Group Does

- [8] Describe briefly the product or service of the group (i.e., "builds tractors," "makes personnel decisions").
- [9] How do you classify the major type of work performed?
 - {1} Production: Creating an identifiable product
 - {2} Service: Providing a specifiable service to identifiable client(s) (includes sales tasks)
 - {3} Decision making: Making a choice or decision among competing alternatives
 - {4} Problem solving: Generating a solution (or set of solutions) to a specifiable problem
 - {5} Performance: Executing athletic, dramatic, musical or artistic performances
 - {7} Other or mixed (specify):
- [10] Does the group typically function continuously through a given work day?
 - {1} No (describe below the typical duration and frequency of contact)
 - {2} Unclear (explain below)
 - {3} Yes

Evidence and details:

B2. Who is in the Group, Including Special Roles

- [11] How many group members are there? (If you cannot say for sure, please explain.)
- [12] List and describe on the next page the members of the group.
- [13] Describe the structure of leadership within the group (circle as many as are appropriate).
- {1} Formal leader designated by higher management
 - {2} Member-leader appointed/elected by the group
 - {3} Consistent informal leadership by one group member
 - {4} Informal leadership shared among _____ members of the group
 - {5} No apparent leadership in the group
 - {7} Unclear leadership structure

Evidence and details:

If you checked {1}, {2}, {3}, and/or {4} above, return to item 12 and place the appropriate numbers (in parentheses) beside the names of the members who fill those roles.

' In responding to "Evidence and details" queries throughout this Guide, (a) specify the data on which your assessment or response is based (using "general impression" as infrequently as you possibly can), and (b) give any details that clarify, illustrate or elaborate your assessment.

Members of the Group

NAME

TITLE

GENDER RACE AGE

[14] Are members accustomed to working in groups like this one?

- {1} Not at all
- {2}
- {3} Moderately
- {4}
- {5} Very much so
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] All members are new to group work
- [b] Group work has not been used before in this part of the organization

Anchors for {3}:

- [a] Members have been in the observed group long enough that the newness has worn off
- [b] Members have at least some past experience in similar types of work groups

Anchors for {5}:

- [a] Members have been in the observed group for a considerable time
- [b] Members work in similar groups as a substantial, familiar part of their jobs

[15] Do members typically remain in the same group indefinitely, or does membership change frequently?

- {1} Basically stable membership
- {2} Individuals rotate from group to group for different tasks
- {3} Groups are formed and re-formed frequently with no particular attempt to put people in groups with former workmates
- {7} Other (specify):

Evidence and details:

[16] If you checked {2} or {3} above, indicate how often individuals can expect to be in a group with at least two other people with whom they have worked within the last six months.

- {1} Almost never
- {2}
- {3} About half the time
- {4}
- {5} Almost always
- {8} Not relevant for this group (i.e., a {1} checked for item 15)
- {9} Insufficient data to rate

Evidence and details:

B3. Group Age and Life Cycle

- [17] How long have the people you observed been together as a group (i.e., without major membership changes)?
- {1} Less than 2 months
 - {2} 2 through 6 months
 - {3} 7 through 12 months
 - {4} 1 through 2 years
 - {5} 3 through 5 years
 - {6} 6 years or more
 - {7} Complex or unclear (explain)
 - {9} Insufficient data to rate

Evidence and details:

- [18] How long are the people you observed expected to remain together as a group?
- {1} Less than 2 months
 - {2} 2 through 6 months
 - {3} 7 through 12 months
 - {4} 1 through 2 years
 - {5} 3 through 5 years
 - {6} Indefinitely
 - {7} Complex or unclear (explain)
 - {9} Insufficient data to rate

Evidence and details:

- [19] At what points in the life cycle of the group did you conduct your observations? (Circle all that apply.)
- {1} Early in its life
 - {2} During mid-life
 - {3} Near the probable end of its life
 - {7} Other or complex (explain)

Evidence and details:

B4. Group Location in the Organization

- [20] Locate the group in the hierarchy of the formal organization. To whom does the group report (i.e., to what department and/or manager)? Does any person or group report to the group?

Evidence and details:

- [21] About how many groups like this one (i.e., carbon copies) exist and operate simultaneously in the organization?
-

Evidence and details:

- [22] Does the group have its own physical place or space?
- {1} Yes
 - {2} Shared use of space, part of which is "theirs"
 - {3} No
 - {7} Mixed or complex (explain)

Evidence and details:

II. CLASSIFYING THE GROUP

A. IS IT A REAL WORK TEAM?

A1. Is an Intact Social System

A1a. Has a clear identity

[23] How clear is the membership of the group--i.e., who is in the group and who is not?

- {1} Not at all clear
- {2}
- {3} Moderately clear
- {4}
- {5} Very clear

Anchors for {1}:

- [a] Making a membership list would be extremely difficult
- [b] There is a large discrepancy between the membership list and the observed group
- [c] Membership changes frequently and/or unpredictably
- [d] Different people come to each meeting

Anchors for {3}:

- [a] Specify:

Anchors for {5}:

- [a] Membership list corresponds to the observed group
- [b] The same people appear at each meeting
- [c] Membership changes are infrequent and/or predictable

Evidence and details:

[24] Do individuals in the group appear to view themselves as belonging to a team with a distinct identity (rather than as a collection of separate individuals with their own personal jobs and objectives)?

- {1} No team identity
- {2}
- {3} Moderate team identity
- {4}
- {5} Strong team identity

Anchors for {1}:

- [a] Individuals never convene as a group
- [b] No references are made to the group as a whole--no use of "we"
- [c] There are no clear distinctions between members and nonmembers

anchors for {3}:

- [a] The group convenes, but only occasionally
- [b] It can be difficult to distinguish members from nonmembers
- [c] The group has a name, which is occasionally used

anchors for {5}:

- [a] The group convenes at predictable and/or regular times
- [b] The group has a name, which is frequently used
- [c] Members and nonmembers can be easily distinguished
- [d] Many references are made to the group as a whole, using "we"
- [e] Members have developed good ways of making contact (such as exchanging telephone numbers)
- [f] The group quickly brings a member up to date if he or she has missed a meeting or event

Evidence and details:

- [25] Are other people in the organization aware of the group and its identity?
 - {1} Not at all aware
 - {2}
 - {3} Moderately aware
 - {4}
 - {5} Very much aware
 - {9} Insufficient data to rate

anchors for {1}:

- [a] No one elsewhere in the organization refers to team members in terms of their group membership
- [b] No one shows awareness of the group by referring to it by name (or by other unique identifier)
- [c] No information about the group is publicly available

anchors for {3}:

- [a] Some nonmembers might know the group exists; most would be unaware of it
- [b] If nonmembers were aware of the existence of the groups, they would be unable to say who is in it

anchors for {5}:

- [a] Team membership is publicly posted
- [b] The team is referred to by name in organizational documents
- [c] The team has a "reputation" in the organization
- [d] The team is readily identifiable because of uniforms or titles

Evidence and details:

A1b. Interdependence for some shared purpose

- [26] To what extent is there a clear shared purpose for the group?
- {1} No discernable shared purpose
 - {2}
 - {3} Some common purpose, but it is unclear and/or of little importance to at least some members
 - {4}
 - {5} Clear, explicit and apparently important shared purpose(s)

Note: For this item, the "shared purposes" can have to do with either the work of the group, the social relations among members, or both.

anchors: To be developed in fieldwork.

Evidence and details (include specification of what the purpose(s) are):

- [27] To what extent are members interdependent with one another (either for their work, or for other purposes)?
- {1} Almost no interdependence exists among members
 - {2}
 - {3} Moderate interdependence
 - {4}
 - {5} Very substantial interdependence

anchors for {1}:

- [a] Individuals operate largely independently of one another
- [b] There is virtually no exchange of information, support or physical materials among members

anchors for {3}:

- [a] Members depend on one another when they are together as a group, but only then

anchors for {5}:

- [a] Members constantly depend on one another to get things done
- [b] Members help one another out for the sake of the group as a whole
- [c] Members exchange substantial information, support or physical materials

Evidence and details (specify briefly what the major shared purposes are):

A1c. Role differentiation

[28] To what extent do members of the group have different roles?

- {1} Not at all
- {2}
- {3} Moderately
- {4}
- {5} Strikingly so

Anchors for {1}:

- [a] There is no apparent division of labor in the group
- [b] There are few noticeable differences in what different group members do

Anchors for {3}:

- [a] Specify:

Anchors for {5}:

- [a] There is a clear division of labor in the group
- [b] Some members always do certain things and never do other things
- [c] The "pecking order" for various issues is clear

Evidence and details:

A2. A Group Task with a Potentially Assessable Outcome

[29] What is the "official task" of the group? Include in your description:

- [a] the key stimuli or materials with which the group works
- [b] any task-specified instructions about goals or objectives
- [c] any task-specified instructions about required procedures or processes

Write the description here:

[30] Is the group as a whole the performing unit for carrying out the task?

- {1} No; members have their own individual tasks to do, and do not have to work together or coordinate with one another to get them done
- {2} Partly; some parts of the work are done by individuals independently of other members, while other parts require significant coordination and interdependence among members
- {3} Yes; the task requires significant coordination and exchange of information or resources among members to accomplish a common group task
- {7} Mixed or complex (explain)

Evidence and details:

[31] Would it be possible for someone outside the group to measure or assess the acceptability of the group product (regardless of whether or not this actually occurs)?

- {1} Impossible to assess acceptability
- {2}
- {3} Partial or partially reliable assessment possible
- {4}
- {5} Straightforward, reliable assessment possible

Anchors for {1}:

- [a] There is no observable product or performance to assess
- [b] Behavior can be observed and assessed, but it has no specifiable direction or goal (e.g., an informal jam session or a party)

Anchors for {3}:

- [a] There is a product with observable properties, but standards are open to dispute (e.g., some creative performances, some bureaucracy-provided services)
- [b] Output is quantitative, but it is unclear "how much is enough"
- [c] Outcomes can be only indirectly observed (e.g., states of mind or improvements in "morale")

Anchors for {5}:

- [a] Products are directly observable objects or behaviors with objective of pre-specifiable standards (e.g., 24-hour package delivery)
- [b] Results are directly quantifiable with clear standards (e.g., number of wins, profitability)
- [c] Self-confirming answers or products (e.g., locating a missing person, solving an anagram, a radio that works when repaired)

Evidence and details:

A3. Group Operates in Organizational Context

- [32] To what extent is the work of the group interrelated with the work of other people or groups in the organization?
- {1} The group in its work is almost completely independent of other people and groups
 - {2}
 - {3} The group has a number of work-related transactions with some other people or groups
 - {4}
 - {5} The group has many significant work-related transactions with other people or groups

Anchors: To be developed in fieldwork

Evidence and details:

- [33] List (in approximate order of their frequency) the other individuals and groups in the organization with whom the team (as a unit) has work-related transactions. Estimate the frequency (e.g., number per week) of each type of transaction, and star the three that seem to be most important to group members.

List and details:

A4. Summary Classification

[34] Considering all of your responses to questions in this section, are you observing:

- {1} A work team: A group in an organization whose members are interdependent in their work on a defined task, generating A group product, service or decision whose acceptability is at least potentially measurable.
- {2} A co-acting work group: A set of people in an organization who have face-to-face contact with one another and opportunity for interaction, but who do not function as A performing unit in carrying out a group task. (Members may perform their own, individual tasks in the presence of the coactors, and they may be socially dependent on one another, but they are not interdependent in getting the work done. An example is A group of telephone operators, each of whom operates his or her own console in proximity to other operators but not interdependently with them.)
- {3} A free-standing work group: A task-oriented group that is not situated in an organizational context.
- {4} A non-work group: A group (which may or may not be located in an organization) that does not have a group task to perform.
- {5} A non-group: A set or aggregation of people (either with or without tasks to perform) who, taken together, are not an identifiable social system.

If you checked any response other than {1}, please indicate whether or not you feel the group is appropriate for inclusion in the research, and why.

B. WHAT IS THE AUTHORITY OF THE TEAM?

For each question in this section, you are to enter a number in the blank provided to indicate which of the following alternatives best reflects who has the authority to decide each of the issues listed.

By authority is meant the organization-given right to make a decision and organizational accountability for the consequences of the decision.

Select the alternative that is the lowest level in the organization at which the matter can be resolved (even if, as often will be the case, a decision could be reversed subsequently by higher management). The alternatives are:

- {1} The group as a unit, more-or-less autonomously. By "group" is meant all regular and working members, including its leader if he or she is chosen by the group and holds the role at the pleasure of the group. This option should be chosen even if the group is encouraged to consult with outside managers prior to making its decision.
- {2} The formal group leader, more-or-less autonomously. The formal group leader is a person who operates as a regular group member but who (a) is designated by management to lead the group and (b) serves in the role at the pleasure of management. This option should be chosen whenever the authority for decision-making rests with the formal leader, even if he or she has a participative style and involves group members in decision-making processes.
- {3} A member of management, more-or-less autonomously. A member of management may be someone who has formal responsibility for several groups (perhaps spending some time each day with each one), or someone who operates wholly outside the group.
- {7} Other entity (e.g., the legislature), unclear, or complex. Explain in detail under "Evidence and details" for the item.
- {8} Item not relevant for this group (e.g., because decisions are never made about the matter)
- {9} Insufficient data to rate

B1. Authority for Monitoring and Managing Performance Processes

- [35] Who has authority to decide about (or make changes in) which group members perform which parts of the overall group task?

—
Evidence and details:

- [36] Who has authority to decide about (or make changes in) the pace of the work and the sequencing of subtasks?
-

Evidence and details:

- [37] Who has authority to decide about (or make changes in) the procedures or processes that are used to accomplish the task, and to alter them when the work is not going as well as it could?

—
Evidence and details:

B2. Authority for the Design of the Group

- [38] Who has authority to decide about (or make changes in) the design of the group task (e.g., to alter the materials worked with, the objectives sought, and/or the basic performance requirements of the task)?

—
Evidence and details:

- [39] Who has authority to decide about (or make changes in) the composition of the group (e.g., to select new members, to terminate or transfer existing members, or to alter the size of the group)?

—
Evidence and details:

- [40] Who has authority to decide about (or redefine) what are acceptable and unacceptable behaviors in the group (e.g., standards of work behavior, expectations regarding attendance, etc.)?

—
Evidence and details:

- [41] Who has the authority to take disciplinary action vis-a-vis a group member whose work behavior is unacceptable?
-

Evidence and details:

B3. Authority for the Design of the Performance Context

- [42] In general, who has authority to decide about (or make changes in) the design and management of the organizational context within which the group works (i.e., aspects of the reward system, the educational system, and the information system that affect the group and its work)?
-

Evidence and details:

B4. Summary Classification

- [43] Considering all of your responses to question in this section, how do you classify the group? (See the Manual before responding.)
- {1} A manager-led work team
 - {2} Mixed between manager-led and self-managing
 - {3} A self-managing work team
 - {4} Mixed between self-managing and self-designing
 - {5} A self-designing work team
 - {6} Other or complex (explain)

III. DESIGN OF THE GROUP AS A PERFORMING UNIT

A. MOTIVATIONAL STRUCTURE OF THE GROUP TASK

A1. Hierarchical Description of the Group Task

1. Consider the official task of the group (described in item 29 above), and list all major subtasks that must be performed to complete the overall task. Identify these subtasks using capital letters.
2. For each subtask, describe the following:
 - [a] The stimuli or materials with which the group works on the subtask.
 - [b] Where these materials come from, and the conditions of their availability.
 - [c] The methods and procedures used in dealing with the materials, including the degree to which these methods are predetermined and/or fixed (e.g., by technology or by organizational policy).
 - [d] How many group members contribute to work on the subtask, and how they work together (e.g., by consensus, by independent work that is later combined).
 - [e] The characteristics of the physical setting in which the work is done, including any large equipment used, and whether face-to-face interaction among members is possible.
 - [f] Persons outside the group (or outside the organization) with whom the group has significant dealings in carrying out the subtask.
 - [g] The subtask objective (i.e., what must be accomplished for the subtask work to fit appropriately with work on the overall group task).
 - [h] How knowledge of results about the subtask is obtained.
3. Consider whether or not each subtask itself has major subtasks. If so, list these (using arabic numbers) and repeat step 2 for each sub-subtask.
4. Continue (using lower case letters for the next level) until you feel you have provided a complete and detailed description of the overall group task. Note any special properties of the task or how it is performed that are not covered in the above list.

Hierarchical Description of the Group Task
(Include a flowchart of the work process if you wish, and
insert extra pages following this one as needed.)

A2. Meaningfulness of the Group Task

[44] How challenging is the task of the group?

- {1} Minimal challenge
- {2}
- {3} Moderate challenge
- {4}
- {5} High challenge

Anchors for {1}:

- [a] The task is highly routine and repetitive--there is no novelty or unpredictability in it
- [b] The task is so simple it requires little skill or expertise
- [c] The task is so easy to execute it requires little concentration or effort
- [d] The skills required are largely rote (e.g., highway toll collection)

Anchors for {3}:

- [a] Some subtasks are simple, while others are demanding
- [b] There is a moderate amount of novelty or unpredictability in the task
- [c] The task requires moderate expertise, concentration and/or effort

Anchors for {5}:

- [a] The task is complex, novel and/or unpredictable
- [b] The skills required are complex or sophisticated
- [c] The task requires a high level of concentration and/or effort

Evidence and details:

[45] To what extent is the group product or service a whole and identifiable piece of work?

- {1} Very little
- {2}
- {3} Moderately
- {4}
- {5} Very much

Anchors for {1}:

- [a] It is difficult to identify the contribution of the group to the final product or service provided
- [b] The group's work is a "whole" and intact product, service or decision, but it is so small in size or duration as to be of little meaning

Anchors for {3}:

- [a] The contribution of the group can be identified, but is only a part of the overall product, service or decision

Anchors for {5}:

- [a] The group is responsible for a whole and intact final product
- [b] The group is responsible for only a part of the overall product but it is large enough in size or duration to be meaningful in its own right (e.g., making a truck transmission)

Evidence and details:

- [46] To what extent does the outcome of the group's work significantly affect the lives or the well-being (either physical or psychological) of other people (who may be located either inside or outside the organization)?
 - {1} Very little
 - {2}
 - {3} Moderately
 - {4}
 - {5} Very much
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Few would even notice if the group stopped doing work
- [b] People might notice if the group stopped doing work, but there would be little or no impact on them

Anchors for {3}:

- [a] Other people would be affected if the group stopped producing but it would not be terribly serious or important for those people

Anchors for {5}:

- [a] Other people are highly dependent on the product, service or decisions made by the group--their well-being depends on what the group does
- [b] Variations in the quality or quantity of the group's output could seriously affect other people

Evidence and details:

A3. Task-based Autonomy

- [47] How much room does the group task provide for the group to exercise collective initiative, judgment and discretion in carrying out the work on the task? 9

Note: This question refers specifically to autonomy that is built into the task itself; it does not have to do with the amount of authority for self-management provided to the group by the organization of which it is a part (cf. Section II-B).

- {1} Virtually no task-based autonomy
- {2}
- {3} A moderate amount of task autonomy
- {4}
- {5} The task provides virtually unlimited autonomy
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The task is so cut and dried that members have no opportunity for decision-making about it
- [b] Everything is pre-determined by technological, legal or regulatory constraints

Anchors for {3}:

- [a] Some aspects of the task allow for autonomous decision-making by the group, while others do not
- [b] The task itself is highly structured, but unpredictability in equipment or in boundary transactions (e.g., receiving materials or sending products) requires on-line decision-making

Anchors for {5}:

- [a] There are no predetermined methods or procedures--the group must fashion its own from scratch
- [b] Task complexity or unpredictability is so high that members must always be ready to revise what they do or how they do it

Evidence and details:

A4. Feedback from the Task Itself

- [48] To what extent does doing the actual work of the group provide data about how well the team is performing?

- {1} Virtually no feedback is obtained from doing with work itself
- {2}
- {3} A moderate amount of feedback is obtained from the work itself
- {4}

{5} Doing the work generates substantial performance feedback

Anchors for {1}:

- [a] The results of the work of the group are invisible to the group
- [b] The results of the work may become partially visible to the group, but only long after the work has been done (e.g., as with a college admissions committee)
- [c] Data about performance are available to the group, but they are unclear, ambiguous, or otherwise hard to interpret

Anchors for {3}:

- [a] Some sub-tasks provide concrete, interpretable feedback, but others do not
- [b] There is little or no precise feedback, but the group is able to determine whether or not it is in the right ballpark

Anchors for {5}:

- [a] The results of the work are immediately visible to the group in a concrete and unambiguous form
- [b] Successive steps in the workflow cannot proceed until earlier steps are correct

Evidence and details (include concrete examples if possible):

[49] To what extent does the group hear from those who receive or use their product or service about how satisfactory it is (or observe directly the reactions of those people)?

- {1} Never
- {2}
- {3} Occasionally
- {4}
- {5} Virtually continuously

Anchors for {1}:

- [a] The group has no relationship with those who receive or use its work; there is substantial distance (e.g., intervening persons, processes or time) between them

Anchors for {3}:

- [a] The group has occasional direct contact with the users of its work in a way that allows members to assess how the work is evaluated by those people

- [b] The group receives second hand information about how the work is evaluated by those who receive or use it

Anchors for {5}:

- [a] The group deals directly with the users of its work and can obtain immediate feedback from them

Evidence and details (indicate who the receivers or users are):

A4. Overall Assessment of Motivational Potential of the Group Task

- [50] Overall, based on all evidence available to you, to what extent is the group task high in built-in motivating potential?
 - {1} The task is actively demotivating to the group
 - {2}
 - {3} The task provide neither special motivational incentives nor special motivational disincentives
 - {4}
 - {5} The task provides many significant motivational incentives to the group

B. GROUP COMPOSITION

B1. Sufficient Task-Relevant Knowledge and Skill

- [51] Do members of the group, collectively, have sufficient knowledge and skill to perform the task well?
 - {1} Clearly insufficient
 - {2}
 - {3} Barely sufficient
 - {4}
 - {5} Fully sufficient
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Performance would be poor regardless of how hard members tried, because they are not competent enough to do passable work.

Anchors for {3}:

- [a] Members' knowledge and skill is adequate for some subtasks, but not for others
- [b] Members' knowledge and skill is just sufficient for passable performance

Anchors for {5}:

- [a] There is more than enough talent in the group for excellent performance--i.e., there is a "reserve" of knowledge and skill

Evidence and details (concrete evidence and examples are especially important for items in this section):

B2. Sufficient Social Skill

- [52] Do members of the group, collectively, have sufficient social skill to work together competently as a task performance group?
- {1} Clearly insufficient
 - {2}
 - {3} Barely sufficient
 - {4}
 - {5} Fully sufficient
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Members show signs of serious social ineptitude (specify)

Anchors for {3}:

- [a] Members' social skills are just sufficient for the group to "get by" as a performing unit
 [b] Members' social skills are fully adequate for routine issues, but are not adequate when difficult process or performance problems arise

Anchors for {5}:

- [a] Members show great social skill in handling difficult process or performance problems
 [b] Members' social skills are more than sufficient--there is a "reserve" of social skill in the group

Evidence and details:

B3. Group Size

- [53] Are there signs that the group has too few members to perform well on the task to be accomplished?
- {1} Group is clearly seriously understaffed
 - {2}
 - {3} Group seems somewhat understaffed
 - {4}
 - {5} Group is not at all understaffed
 - {9} Insufficient data to rate

Anchors: To be developed in fieldwork

Evidence and details:

- [54] Are there signs that the group has too many members to perform well on the task to be accomplished?
- {1} Group is clearly seriously overstaffed
 - {2}
 - {3} Group seems somewhat overstaffed
 - {4}
 - {5} Group is not at all overstaffed
 - {9} Insufficient data to rate

Anchors: to be developed in fieldwork

Evidence and details:

B4. Homogeneity-Heterogeneity of Membership

- [55] Overall, how similar are the members to one another in knowledge, skill, demographics, and style?
- {1} There are obvious and major differences among the members
 - {2}
 - {3} The members are quite similar to one another in some ways, and quite different from one another in other ways
 - {4}
 - {5} The members are like peas from the same pod

Anchors: To be developed in fieldwork

Evidence and details:

- [56] Are there signs of excessive heterogeneity--i.e., that differences among members are associated with process or task performance problems?
- {1} There are no apparent problems associated with the heterogeneity of membership
 - {2}
 - {3} There are noticeable but not major problems deriving from inter-member differences
 - {4}
 - {5} Major heterogeneity-based problems are apparent
 - {7} Mixed or complex (explain)

{9} Insufficient data to rate

If problems are noted, circle the alternatives below that seem to be the basis of the problems and explain/illustrate under "Evidence and details."

- [a] Knowledge, skill or expertise differences
- [b] Belief and/or attitude differences
- [c] Personality or style differences
- [d] Demographic (i.e., gender, race, age) differences
- [e] Status differences
- [f] Other differences (specify)
- [g] Unclear (explain)

Evidence and details:

[57] Are there signs of excessive homogeneity--i.e., that the members are so much alike that there are problems or undeveloped opportunities in the process or task performance of the group?

- {1} There are no apparent problems associated with homogeneity of membership
- {2}
- {3} There are noticeable but not major losses (or unexploited opportunities) associated with the homogeneity of membership
- {4}
- {5} Members are so similar to one another that the advantages of having a group are lost
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

If problems are noted, circle the alternatives below that seem to be the basis of the problems and explain/illustrate under "Evidence and details."

- [a] Knowledge, skill or expertise homogeneity
- [b] Belief and/or attitude homogeneity
- [c] Personality or style homogeneity
- [d] Demographic (i.e., gender, race, age) homogeneity
- [e] Status homogeneity
- [f] Other homogeneity (specify)
- [g] Unclear (explain)

Evidence and details:

[58] Are there signs that members differences are complementary--i.e., that the weaknesses of one or more members in a certain domain (e.g., knowledge, style, experience) is compensated for by other members' strengths in that domain)?

- {1} No signs of that members attributes complement one another
- {2}
- {3} Complementary differences are evident in some domains, but not in others
- {4}
- {5} Members attributes fit together like parts of a precision machine
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details:

B5. Overall Assessment of how Well-Composed the Group Is

[59] Overall, based on all evidence available to you, to what extent does the group have the right number of people and the right mix skills for good group performance?

- {1} Very badly composed, given the work to be accomplished
- {2}
- {3} Neither particularly well composed nor badly composed
- {4}
- {5} Very well composed, given the work to be accomplished

C. GROUP NORMS ABOUT MANAGING PERFORMANCE PROCESSES

C1. Presence of Crystallized Norms and Roles

[60] To what extent are there crystallized norms that specify what behaviors are acceptable (and unacceptable) in the group?

- {1} Low crystallization
- {2}
- {3} Moderate crystallization
- {4}
- {5} High crystallization
- {9} Insufficient data to rate

anchors for {1}:

- [a] There is no order to behavior in the group--it appears close to anarchy
- [b] Behavior in the group shows very frequent spontaneous changes in what member behaviors are accepted and not accepted
- [c] The group appears to have no special expectations for its members--who does what when seems to occur wholly by happenstance or through interpersonal "jockeying" for position.

Anchors for {3}:

- [a] There is moderate order in group behavior--only occasional spontaneous changes in what behaviors are expected or treated as acceptable
- [b] The group vacillates between rigid enforcement of standards for member behavior and seeming anarchy

Anchors for {5}:

- [a] Members show that they know what is and is not expected and acceptable in the group
- [b] Changes in what is expected or acceptable occur mainly when (i) the group decides to revise how it is operating and/or (ii) changes occur in the task or environment
- [c] There are clear expectations for group members--who will do what under what circumstances is generally predictable

Evidence and details (note specific instances if possible):

C2. Normative Support for Active Scanning and Planning

- [61] To what extent do group norms support active scanning and assessment of the requirements, resources and constraints located in the task and the environment?
 - {1} Such activities are actively disapproved
 - {2}
 - {3} Such activities are neither approved nor disapproved
 - {4}
 - {5} Such activities are actively encouraged and supported
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Actual attempts by members to scan and assess the task or environment were discouraged by other members

- [b] The idea of environmental scanning/assessment was raised in the group, and the group decided not to do it
- [c] There was no scanning/assessment activity or discussion, but evidence (which specify below) suggests that the activity would have been discouraged if the matter had come up

Anchors for {3}:

- [a] Scanning and assessing the task or environment were exhibited in the group, and were neither encouraged nor discouraged
- [b] The possibility of engaging in such activities was discussed, and received a lukewarm reception
- [c] Suggestions to scan/assess the task or environment were sometimes accepted, and other times ignored or disapproved
- [d] Plans were made for scanning/assessing activities, but no attempt was made to carry them out

Anchors for {5}:

- [a] Scanning and assessment of the task or environment took place and was actively supported in the group
- [b] Discussion of plans for these activities took place, and the idea was actively supported
- [c] No relevant behavior or explicit discussion of scanning/assessment took place, but evidence (which specify below) suggests that the activity would have been supported if the matter had come up

Evidence and details (note when the the group life cycle scanning/assessing activities took place, if they did):

- [62] To what extent do group norms support active scanning and assessment of the resources and constraints that exist within the group itself (i.e., special talents of group members, the state of energy in the group, anything else within the group that is task-relevant or potentially so)?
 - {1} Such activities are actively disapproved
 - {2}
 - {3} Such activities are neither approved nor disapproved
 - {4}
 - {5} Such activities are actively encouraged and supported
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (e.g., members knew each other's talents intimately at the time of the observation)

{9} Insufficient data to rate

Anchors for {1}:

- [a] Actual attempts at internal scanning/assessing were discouraged
- [b] The idea was raised and the group decided not to do it
- [c] There was no behavior or discussion about the matter, but evidence (which specify below) suggests that it would have been discouraged had it come up

Anchors for {3}:

- [a] Internal scanning/assessing activities were exhibited and were neither encouraged nor discouraged
- [b] The possibility of such activities was raised and received a lukewarm reception
- [c] Suggestions for internal scanning/assessing were sometimes accepted and other times ignored or disapproved
- [d] Plans were made for internal scanning/assessing activities, but no attempt was made to carry them out

Anchors for {5}:

- [a] Internal scanning/assessing activities occurred and were actively supported
- [b] Discussion of plans for these activities took place and the idea was actively supported
- [c] No relevant behavior or discussion took place, but evidence (which specify below) suggests that it would have been encouraged and supported had the matter come up

Evidence and details:

[63] To what extent do group norms support active and inventive planning of group performance processes (including the roles or assignments of individual group members)?

- {1} Such planning is actively disapproved
- {2}
- {3} Such planning is neither approved nor disapproved
- {4}
- {5} Such planning is actively encouraged and supported
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] Actual attempts to plan performance processes occurred and were discouraged
- [b] The idea of planning was raised and the group decided not to do it
- [c] There was no relevant behavior or discussion, but evidence (which specify below) suggests that it would have been discouraged had the matter come up

Anchors for {3}:

- [a] Actual planning was done and was neither encouraged nor discouraged
- [b] The possibility of planning was raised and received a lukewarm reception
- [c] Suggestions for planning were sometimes accepted and other times ignored or disapproved
- [d] Performance process planning was done, but at a grossly inappropriate time in the life of the group

Anchors for {5}:

- [a] Planning of performance processes occurred and was actively supported
- [b] The idea of planning was raised and was actively supported
- [c] No relevant behavior or discussion took place, but evidence (which specify below) suggests that performance process planning would have been encouraged and supported had the matter come up

Evidence and details:

- [64] Overall, based on all evidence available to you, to what extent is there normative support in the group for explicit scanning, assessing, and strategy-mapping activities?
 - {1} None; indeed, norms are in the opposite direction
 - {2}
 - {3} Moderate or mixed support
 - {4}
 - {5} Substantial support
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

IV. IMPACT OF THE ORGANIZATIONAL CONTEXT

The "organizational context" includes all individuals or groups who, through the chain of command, have the same chief operating officer or chief executive officer as the group being observed. All other persons or groups (i.e., those not having the same COO or CEO) are considered part of the extra-organizational context.

The observations to be recorded in this section focus on the impact of the organizational context on the focal group. Numerous items query the extent to which organizational agents (i.e., people acting on behalf of the organization of which the group is a part) provide--or fail to provide--reinforcements, educational assistance and information to the focal group that might foster group effectiveness.

For some groups, it may be that extra-organizational agents (i.e., people acting on behalf of other organizations) may also provide significant reinforcements, educational assistance and/or information to the focal group. Indeed, the extra-organizational context may occasionally have an even greater impact on the focal group than the organization in which the group is actually located. For this reason, items 75, 83 and 91 ask specifically about the role of the extra-organizational context. Please respond to these items carefully and in detail, so we can begin to develop some ideas and propositions about the interaction between the organizational and extra-organizational contexts as they affect the behavior and effectiveness of work teams.

A. SUPPORTIVENESS OF REWARDS AND OBJECTIVES

A1. Performance-Contingent Rewards and Sanctions

[65] To what extent do organizational agents provide valued extrinsic rewards (such as recognition, bonuses, opportunities for increased influence) to the group as a whole contingent on effective work performance?

- {1} Not at all
- {2}
- {3} Occasionally
- {4}
- {5} Frequently and/or with great impact
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The group as a whole receives no special extrinsic rewards or recognition when it performs especially well
- [b] The group as a whole may receive performance-contingent rewards, but they are not at all valued by group members

Anchors for {3}:

- [a] The group occasionally receives special extrinsic rewards contingent on performance
- [b] Performance-contingent rewards that are received by the group are only moderately valued by group members

Anchors for {5}:

- [a] The group almost always receives valued extrinsic rewards or recognition when organizational agents assess it as performing well
- [b] The group receives performance-contingent extrinsic rewards only occasionally, but they are exceedingly highly valued by group members

Evidence and details:

- [66] To what extent do organizational agents provide extrinsic rewards (such as recognition, bonuses, opportunities for increased influence) to individuals in the group contingent on their individual work performance?

- {1} Not at all
- {2}
- {3} Occasionally
- {4}
- {5} Frequently and/or with great impact
- {9} Insufficient data to rate

Anchors for {1}:

- [a] Individuals receive no special performance-contingent rewards
- [b] Individuals may receive such rewards, but do not value them

Anchors for {3}:

- [a] Individuals occasionally receive such rewards
- [b] Such rewards are only moderately valued by the individuals who receive them

Anchors for {5}:

- [a] Individuals almost always receive valued extrinsic rewards when they are assessed as performing well
- [b] Individuals receive such rewards only occasionally, but greatly value them

Evidence and details:

[67] To what extent do organizational agents negatively reinforce the group as a whole (e.g., via reprimands or criticism) when group performance is assessed as unacceptable?

- {1} Not at all
- {2}
- {3} Occasionally
- {4}
- {5} Frequently and/or with great impact
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The group as a whole never is negatively reinforced when its performance is assessed as unacceptable
- [b] The group may be reprimanded, but it does not much bother group members

Anchors for {3}:

- [a] The group occasionally is negatively reinforced because of its performance
- [b] Reprimands that are received trouble group members only slightly

Anchors for {5}:

- [a] The group almost always is negatively reinforced if its performance is unacceptable
- [b] The group is "punished" only occasionally when it has performed poorly--but when that does happen it bothers members a great deal

Evidence and details:

[68] To what extent do organizational agents negatively reinforce individual group members (e.g., via reprimands or criticism) for individual performance that is assessed as unacceptable?

- {1} Not at all
- {2}
- {3} Occasionally
- {4}
- {5} Frequently and/or with great impact
- {9} Insufficient data to rate

Anchors for {1}:

- [a] Individuals never receive performance-contingent negative reinforcements from organizational agents
- [b] Individuals may receive reprimands, but are not much bothered by them

Anchors for {3}:

- [a] Individuals occasionally receive performance-contingent negative reinforcements
- [b] Performance-contingent reprimands are only moderately bothersome when received

Anchors for {5}:

- [a] Individuals almost always are negatively reinforced if their performance is unacceptable
- [b] Individuals are "punished" only occasionally when they have performed poorly--but it bothers them a great deal

Evidence and details:

A2. Presence of Performance Objectives

- [69] Do organizational agents work with individual group members in setting performance goals or objectives?
- {1} No
 - {2} Unclear (explain below)
 - {3} Yes
 - {9} Insufficient data to rate

Evidence and details:

- [70] Do organizational agents work with the group as a whole in setting performance goals and objectives?
- {1} No
 - {2} Unclear (explain below)
 - {3} Yes
 - {9} Insufficient data to rate

Evidence and details:

- [71] If you answered "yes" to item 70 above, describe the group goals by answering the following questions:

- [a] What is the content of the goals? What are they about? Give an example or two.
- [b] How challenging are the goals for the group to achieve? Explain.

- [c] How clear, specific and unambiguous are the goals? Explain.
- [d] To what extent does the group as a whole receive feedback about its level of attainment of the goals? How is this feedback provided? How well is it heard and accepted by the group?
- [e] If there are multiple goals and objectives for the group, to what extent do they conflict with one another? Explain, including how such goal conflict typically is dealt with by the group.

- [72] To what extent does the group itself have influence on the major goals and objectives that are set (compared with the influence wielded by organizational agents)?
- {1} Goals/objectives are totally set by organizational agents
 - {2}
 - {3} Goals/objectives are set collaboratively by the group and by organizational agents
 - {4}
 - {5} Goals/objectives are totally set by the group itself
 - {8} Item not relevant for this group: Goals or objectives are not present or are not salient
 - {9} Insufficient data to rate

Evidence and details:

A3. Overall Assessment of Reward System Support

- [73] Overall, based on all evidence available to you, to what extent do extrinsic reinforcements and/or performance goals/objectives provided by organizational agents encourage hard and effective work on the group task?
- {1} Not at all; instead, the reward system provides disincentives for effective group work
 - {2} No salient incentives or disincentives
 - {3} Slightly; small or occasional incentives
 - {4} Moderately
 - {5} Substantially; incentives for effective group work are clear and powerful
- [74] If the organization provides at least moderate or occasional reinforcement contingent on group performance, are these reinforcements provided directly

to the group or via a formal leader? (See the introduction to Section II-B of this Guide for the definition of "formal group leader" to be used.)

- {1} Via a formal group leader
- {2} Directly to the group and/or its members
- {8} Not relevant for this group (e.g., no reinforcements provided and/or the group has no formal leader)

Evidence and details:

- [75] To what extent do extra-organizational agents provide the group with performance-contingent reinforcements (i.e., beyond any that may be provided by agents of the organization in which the group is located)?
- {1} Not at all
 - {2}
 - {3} Occasionally or with only moderate impact
 - {4}
 - {5} Frequently and/or with great impact
 - {7} Unclear or complex (explain)

If you circled any alternative other than {1}, explain in detail the source, nature and impact of the extra-organizational reinforcements, and discuss how they appear to interact with those provided by organizational agents.

B. AVAILABILITY OF TASK-RELEVANT TRAINING, EDUCATION AND CONSULTATION

B1. Task-Relevant Training and Education

- [76] To what extent do organizational agents make training and educational experiences available to the group for developing the task-relevant knowledge and skill of the group and its members?
- {1} No opportunity for training or education is provided
 - {2}
 - {3} Some training and education is made available
 - {4}

- {5} Ample training and education is available to the group
- {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details (include description of the kinds of task-relevant training/education that are available, and note whether the training is done by people inside the organization or by outsiders):

- [77] How easy is it for the group to seek and obtain, through organizational agents, needed task-relevant training and education?
- {1} It is so difficult as to be nearly impossible
 - {2}
 - {3} It can be obtained with a bit of effort and/or negotiating
 - {4}
 - {5} It is very easy to obtain
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details (note if there are training or educational activities that are required of group members):

- [78] Is the focus of task-relevant training/education provided by organizational agents (a) the group as an intact performing unit, or (b) individual group members?
- {1} Very individual-focussed; benefits may come only indirectly to the group as a unit
 - {2}
 - {3} Mixed or varying (explain below)
 - {4}
 - {5} Very much focussed on the group as a performing unit
 - {8} Item not relevant for this group (e.g., no training/education available)
 - {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details:

B2. Task-Relevant Technical Consultation

- [79] To what extent do organizational agents make technical consultation available to the group when it needs assistance with particular task problems (e.g., help from an engineering group or an accountant)?
- {1} No technical consultation is available to the group
 - {2}
 - {3} Some technical consultation is available
 - {4}
 - {5} Ample technical consultation is available
 - {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details (specify what kinds of consultations are available, and whether the consultations are done by people inside the organization or by outsiders):

- [80] How easy is it for the group to obtain, through organizational agents, needed task-relevant consultation?
- {1} It is so difficult as to be nearly impossible
 - {2}
 - {3} It can be obtained with a bit of effort and/or negotiating
 - {4}
 - {5} It is very easy to obtain
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

anchors: To be developed in fieldwork

Evidence and details (note any consultations that the group is required to accept):

B3. Overall Assessment of Educational System Support

- [81] Overall, based on all evidence available to you, to what extent do organizational agents provide the group with adequate task-relevant training, education and technical consultation?
- {1} Not at all; inadequate to maintain or develop task-relevant knowledge and skill in the group

- {2}
- {3} Moderately adequate
- {4}
- {5} Substantially; fully adequate to maintain and develop task-relevant knowledge and skill in the group
- {8} Item not relevant for this group (explain)

- [82] If the organization provides the group with task-relevant training or technical consultation at least occasionally, is it made directly available to the group members who require it (or to the group as a whole), or does it come to the group only through a formal group leader?
- {1} Via the formal group leader
 - {2} Directly to the group and/or its members
 - {8} Not relevant for this group (e.g., no training or technical consultation is provided and/or the group has no formal leader)

Evidence and details:

- [83] To what extent do extra-organizational agents provide the group with training or technical consultation (i.e., beyond any that may be provided by agents of the organization in which the group is located)?
- {1} Not at all
 - {2}
 - {3} Occasionally or with only moderate effect
 - {4}
 - {5} Frequently and/or with great impact
 - {7} Unclear or complex (explain)

If you circled any alternative other than {1}, explain in detail the source, nature and impact of the training or technical consultation made available to the group through extra-organizational agents, and discuss how it appears to interact with that provided through organizational agents.

C. AVAILABILITY OF STRATEGY-RELEVANT DATA AND INFORMATION

C1. Clarity of the Parameters of the Performance Situation

[84] To what extent do organizational agents provide the group with clear and complete information about task requirements and constraints that may limit its latitude in devising and executing its performance plans?

- {1} Information about task requirements or constraints is unclear or absent
- {2}
- {3} Partial information is available
- {4}
- {5} Complete information about task requirements and constraints is available
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] No information has been given to the group
- [b] Information has been supplied, but it is so abstract, ambiguous or unclear as to be useless in formulating performance strategies

Anchors for {3}:

- [a] Some partial information has been given to the group
- [b] The information supplied varies in clarity or quality

Anchors for {5}:

- [a] Complete information has been given to the group (or is readily available to it)
- [b] The information supplied is clear and unambiguous

Evidence and details (specify what the information is):

[85] To what extent do organizational agents provide the group with clear and complete information about the material resources that are available to the group for use in its work (including any limitations on the use of those resources)?

- {1} No information about material resources and the conditions of their use is available
- {2}
- {3} Partial information is available
- {4}
- {5} Complete information is available about resources and their use
- {8} Item not relevant for this group (explain)

{9} Insufficient data to rate

Anchors for {1}:

- [a] No information has been given to the group
- [b] Information has been supplied, but it is so abstract, ambiguous or unclear as to be useless in formulating performance strategies

Anchors for {3}:

- [a] Some partial information has been given to the group
- [b] The information supplied varies in clarity or quality

Anchors for {5}:

- [a] Complete information has been given to the group (or is readily available to it)
- [b] The information supplied is clear and unambiguous

Evidence and details (specify what the information is):

[B6] To what extent do organizational agents provide the group with clear and complete information about who will be reviewing and/or assessing group performance.

- {1} No information about who will review group performance is available
- {2}
- {3} Partial information is available
- {4}
- {5} Complete information is available about who will review group performance
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] No information has been given to the group
- [b] Information has been supplied, but it is so abstract, ambiguous or unclear as to be useless in formulating performance strategies

Anchors for {3}:

- [a] Some partial information has been given to the group
- [b] The information supplied varies in clarity or quality

Anchors for {5}:

- [a] Complete information has been given to the group (or is readily available to it)
- [b] The information supplied is clear and unambiguous

Evidence and details (specify what the information is):

- [87] To what extent do organizational agents provide the group with clear and complete information about the standards that will be used by assessors in evaluating the performance of the group?
- {1} No information about evaluation standards is available
 - {2}
 - {3} Partial information is available
 - {4}
 - {5} Complete information is available about evaluation standards
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] No information has been given to the group
- [b] Information has been supplied, but it is so abstract, ambiguous or unclear as to be useless in formulating performance strategies

Anchors for {3}:

- [a] Partial information has been provided about evaluation standards, but there important things about them that are not known to the group
- [b] The information supplied varies in clarity or quality

Anchors for {5}:

- [a] Complete information has been given to the group (or is readily available to it)
- [b] The information supplied is clear and unambiguous

Evidence and details (specify what the information is):

C2. Availability of Data Regarding Implications of Alternative Strategies

- [88] To what extent do organizational agents provide the group with the data it would need to assess or predict the likely implications (i.e., the probable consequences) of various performance strategies that might be used in carrying out the task?
- {1} No data relevant to strategy implications are available
 - {2}
 - {3} Partial data are available

- {4}
- {5} Complete data are available for predicting strategy implications
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The group can only guess or fly blind in making choices about strategy: organizational agents do not provide the data needed to assess the likely consequences of a given strategy or strategy change
- [b] Data are made available, but it is so unclear, ambiguous or internally contradictory as to be useless

Anchors for {3}:

- [a] Partial information relevant to strategy implications is available for making or revising strategy choices
- [b] Data are available, but their reliability and/or validity is suspect
- [c] Data are available, but they are in a form (or come at a time) when they are not very useful to or useable by the group

Anchors for {5}:

- [a] Complete information about strategy implications is available for members to use in devising or revising their task performance strategies
- [b] The data are clear, consistent and unambiguous
- [c] The form and timing of the data are fully appropriate for the the group to use them in considering performance strategies

Evidence and details:

C3. Overall Assessment of Information System Support

- [89] Overall, based on all evidence available to you, to what extent do organizational agents provide the group with the data and information it would need to develop task performance strategies that are as appropriate and realistic as possible?
 - {1} Information is incomplete and inadequate
 - {2}
 - {3} Information is partially complete and/or of mixed quality
 - {4}
 - {5} Information is complete, in a form useable by the group, and unambiguous
 - {8} Item not relevant for this group (explain)

- [90] If the organization provides at least some information or data of potential use to the group in developing or revising its task performance strategies, are these data made directly available to the group, or do they come to the group through a formal group leader?
- {1} Via the formal group leader
 - {2} Directly to the group and/or its members
 - {8} Not relevant for this group (e.g., no data or information are provided and/or the group has no formal group leader)

Evidence and details:

- [91] To what extent do extra-organizational agents provide the group with data or information relevant to task performance strategies (i.e., beyond any that may be provided by agents of the organization in which the group is located)?
- {1} Not at all
 - {2}
 - {3} Occasionally, or data/information that is only moderately useful
 - {4}
 - {5} Frequently, or data/information that is critical for strategy development
 - {7} Unclear or complex (explain)

If you circled any alternative other than {1}, explain in detail the source, nature and impact of the data or information provided by extra-organizational agents, and discuss how they appear to interact with those provided by organizational agents.

V. GROUP PROCESS ASSISTANCE

A. ASSISTANCE WITH THE LEVEL AND COORDINATION OF EFFORT EXPENDED ON THE TASK

A1. Signs of Effort-Related Process Problems

- [92] How well are group members' efforts coordinated?
- {1} Poorly; there is a lot of slippage and wasted effort
 - {2}
 - {3} Moderately well
 - {4}
 - {5} Very well; virtually no effort is lost or wasted due to faulty coordination
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Individuals unwittingly duplicate each others' efforts
- [b] Individuals work at cross-purposes

Anchors for {3}:

- [a] Coordination is good for some subtasks, poor for others
- [b] Some members coordinate their efforts well; others do not

Anchors for {5}:

- [a] Individuals' efforts complement or enhance each other
- [b] There no signs of wasted or duplicated effort in the group

Evidence and details:

- [93] How committed are members to their team?

- {1} Low expressed commitment
- {2}
- {3} Moderate commitment evidenced
- {4}
- {5} High expressed commitment
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The group is indifferent to lateness or absences
- [b] Task ownership is badly lopsided or contested
- [c] Members say they would rather work independently of the team

- [d] Members are unhappy or apathetic about the team and each other
- [e] Members show little concern for helping other members get the group's work done

Anchors for {3}:

- [a] Members are interested in the team for some subtasks but not others
- [b] Members are moderately committed to each other and to the team's work

Anchors for {5}:

- [a] Members show that they care about everyone being present
- [b] Members try to have shared task ownership
- [c] Given a choice, members prefer to work together, not separately
- [d] Members take great pride in their team and teammates

Evidence and details:

- [94] Overall, to what extent is the group in need of effort-related process consultation? Are there signs of effort-related problems, either in the coordination of member efforts, or in the overall commitment of members to the group and its work?
 - {1} No evident problems or unexploited opportunities
 - {2}
 - {3} Small evident problems and/or noticeable, unexploited opportunities
 - {4}
 - {5} Major evident problems or unexploited opportunities
 - {9} Insufficient data to rate

Evidence and details (specify as concretely as possible):

A2. Assistance with Effort-Related Processes

- [95] To what extent does the group receive help with the coordination of member efforts, to minimize the waste or duplication of group energy?
 - {1} None
 - {2}
 - {3} Some
 - {4}

- {5} Substantial
- {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT²

- [96] How is this assistance received by the group?
- {1} Is resisted
 - {2}
 - {3} Is accepted
 - {4}
 - {5} Is actively sought
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (e.g., none received)
 - {9} Insufficient data to rate

Evidence and details:

- [97] To what extent does the group receive help in building group identity or commitment, to enhance the overall level of energy the group applies to its work?
- {1} None
 - {2}
 - {3} Some
 - {4}
 - {5} Substantial
 - {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT

- [98] How is this assistance received by the group?
- {1} Is resisted
 - {2}
 - {3} Is accepted
 - {4}
 - {5} Is actively sought
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (e.g., none received)

² LEDR is the person with most direct or immediate hierarchical responsibility for the work of the group. He or she may be a member of the group (i.e., as its formal, organizationally-appointed leader) or may operate from outside the group. EXEC is someone else hierarchically above the group in the organization (i.e., a "boss" but not the immediate "boss" of the group); CSLT is an internal consultant employed by the same organization in which the group is located; EXT is a consultant who is not a member of the organization.

{9} Insufficient data to rate

Evidence and details:

[99] Overall, drawing on all evidence available to you, to what extent does the group receive assistance with effort-related matters that is congruent with its needs?

- {1} Absent, insufficient or inappropriate assistance
- {2}
- {3} Partially sufficient or appropriate assistance
- {4}
- {5} Fully sufficient and appropriate assistance
- {8} Item not relevant for this group (no need for assistance)
- {9} Insufficient data to rate

Evidence and details (include information about any assistance received by the group that is not covered above):

B. ASSISTANCE WITH THE UTILIZATION OF MEMBER KNOWLEDGE AND SKILL IN WORK ON THE TASK

B1. Signs of Process Problems Having To Do With Knowledge and Skill

[100] To what extent is each individual member's contributions to the work of the group commensurate with his or her task-relevant knowledge and skill?

- {1} Not at all commensurate
- {2}
- {3} Moderately commensurate
- {4}
- {5} Completely commensurate
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] The group uses criteria other than knowledge and skill to weight member inputs
- [b] The group does not appear to know what different members' talents are
- [c] There is no sign of group members wanting to find out who has what talent or experience
- [d] Task-irrelevant criteria (such as external status) overwhelm talent as a weighting factor

Anchors for {3}:

- [a] The group's weighting criteria vary from subtask to subtask
- [b] There is vacillation in how members are assessed and how their contributions are weighted

Anchors for {5}:

- [a] The group weights members' inputs in strict accord with their talent and expertise
- [b] The group has a good "map" of each others' talents and draws on different experts as needed

Evidence and details:

- [101] To what extent do members teach one another (or otherwise find ways of sharing with one another) their uniquely-held knowledge, skill and experience?

- {1} Not at all
- {2}
- {3} Occasionally and/or semi-seriously
- {4}
- {5} Frequently and seriously
- {7} Mixed or complex (explain)
- {9} Insufficient data to rate

Anchors: To be developed in fieldwork

Evidence and details (give specific examples when possible):

- [102] Overall, to what extent is the group in need of process consultation having to do with knowledge and skill? Are there signs of problems, either in the utilization of existing member talents, or in the development and cultivation of those talents?

- {1} No evident problems or unexploited opportunities
- {2}
- {3} Small evident problems and/or noticeable, unexploited opportunities
- {4}
- {5} Major evident problems or unexploited opportunities
- {9} Insufficient data to rate

Evidence and details (specify as concretely as possible):

B2. Assistance with Processes Having To Do With Knowledge and Skill

- [103] To what extent does the group receive help with the "weighting process by which members' different contributions are assessed and brought to bear on the group task (i.e., in a way that uses existing expertise to the fullest extent possible)?

{1} None
 {2}
 {3} Some
 {4}
 {5} Substantial
 {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT

- [104] How is this assistance received by the group?

{1} Is resisted
 {2}
 {3} Is accepted
 {4}
 {5} Is actively sought
 {7} Mixed or complex (explain)
 {8} Item not relevant for this group (e.g., none received)
 {9} Insufficient data to rate

Evidence and details:

- [105] To what extent does the group receive help in teaching task-relevant skills to one another, or sharing task-relevant knowledge with one another (e.g., through cross-training)?

{1} None
 {2}
 {3} Some
 {4}
 {5} Substantial
 {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT

- [106] How is this assistance received by the group?

{1} Is resisted
 {2}
 {3} Is accepted
 {4}
 {5} Is actively sought
 {7} Mixed or complex (explain)

- {8} Item not relevant for this group (e.g., none received)
- {9} Insufficient data to rate

Evidence and details:

- [107] Overall, drawing on all evidence available to you, to what extent does the group receive assistance with matters having to do with the utilization of knowledge and skill that is congruent with its needs?
- {1} Absent, insufficient or inappropriate assistance
 - {2}
 - {3} Partially sufficient or appropriate assistance
 - {4}
 - {5} Fully sufficient and appropriate assistance
 - {8} Item not relevant for this group (no need for assistance)
 - {9} Insufficient data to rate

Evidence and details (include information about any assistance received by the group that is not covered above):

C. ASSISTANCE WITH THE DEVELOPMENT AND IMPLEMENTATION OF PERFORMANCE STRATEGIES

C1. Signs of Process Problems Having To Do With Performance Strategies

- [108] To what extent does the group give appropriate time and attention to generating and/or reviewing its task performance strategies?
- {1} Virtually no time or attention given to strategy issues
 - {2}
 - {3} Some time and attention
 - {4}
 - {5} Appropriate time and attention given to strategy issues
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (e.g., all matters of strategy are predetermined by technology)
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Task performance processes are never commented upon and may never even be thought about by group members

Anchors for {3}:

- [a] Some aspects of the group's performance processes are given attention; others are not
- [b] Attention may be given to strategy questions, but at times when not much can be done to change or improve the strategies in use

Anchors for {5}:

- [a] The group gives time and attention to the adequacy of its performance strategies on a regular basis
- [b] The group gives serious attention to strategy questions on those occasions when there is a real opportunity to change or improve them, not at other times

Evidence and details:

[109] How skilled is the group at devising appropriate performance strategies for the group task?

- {1} Incompetent
- {2}
- {3} Moderately skilled
- {4}
- {5} Highly skilled
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] Great amounts of time are spent in stalemated arguments or in covering ground already covered
- [b] The strategies in use by the group fit poorly with the resources, requirements, constraints or objectives under which the group works

Anchors for {3}: To be developed in fieldwork

Anchors for {5}:

- [a] The group shows great imagination in coming up with new and better ways to go about working on the task
- [b] The group is efficient in developing new or revised performance strategies, wasting very little time in the process
- [c] The group shows great responsiveness and adaptability to changes in the task or environment--its performance strategies get adjusted quickly and appropriately

Evidence and details:

[110] Once a performance strategy is devised or revised, how skilled is the group at executing or implementing it?

- {1} Incompetent
- {2}
- {3} Moderately skilled
- {4}
- {5} Highly skilled
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors for {1}:

- [a] Plans are made but they are not carried out
- [b] Actual practice falls far short of plans

Anchors for {3}:

- [a] There is mixed success in carrying out planned strategies

Anchors for {5}:

- [a] Once a strategy is adopted, it is carried out very smoothly
- [b] Members understand what is involved in executing the group performance strategy, and proceed to do so without awkwardness or recycling

Evidence and details:

[111] Overall, to what extent is the group in need of process consultation having to do with the development or implementation of performance strategies for guiding work on the group task? Are there signs that performance strategies are not appropriate for the task being done, or that good strategies are being poorly used?

- {1} No evident problems or unexploited opportunities
- {2}
- {3} Small evident problems and/or noticeable, unexploited opportunities
- {4}
- {5} Major evident problems or unexploited opportunities
- {9} Insufficient data to rate

Evidence and details (specify as concretely as possible):

C2. Assistance With Processes Having To Do With Performance Strategies

[112] To what extent does the group receive help in finding or inventing new, potentially more appropriate performance strategies (or in revising existing strategies)?

- {1} None
- {2}
- {3} Some
- {4}
- {5} Substantial
- {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT

[113] How is this assistance received by the group?

- {1} Is resisted
- {2}
- {3} Is accepted
- {4}
- {5} Is actively sought
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (e.g., none received)
- {9} Insufficient data to rate

Evidence and details:

[114] To what extent does the group receive help in implementing or executing the performance strategies it is using--i.e., in carrying them off well?

- {1} None
- {2}
- {3} Some
- {4}
- {5} Substantial
- {9} Insufficient data to rate

From whom: LEDR/EXEC/CSLT/EXT

[115] How is this assistance received by the group?

- {1} Is resisted
- {2}
- {3} Is accepted
- {4}
- {5} Is actively sought
- {7} Mixed or complex (explain)

- {8} Item not relevant for this group (e.g., none received)
- {9} Insufficient data to rate

Evidence and details:

- [116] Overall, drawing on all evidence available to you, to what extent does the group receive assistance with the development and implementation of performance strategies that are consistent with its needs and the requirements of its task?
- {1} Absent, insufficient or inappropriate assistance
 - {2}
 - {3} Partially sufficient or appropriate assistance
 - {4}
 - {5} Fully sufficient and appropriate assistance
 - {8} Item not relevant for this group (no need for assistance)
 - {9} Insufficient data to rate

Evidence and details (include information about any assistance received by the group that is not covered above):

D. GENERAL PROCESS ASSISTANCE AND CONSULTATION

- [117] Does the group receive multiply-focussed process assistance or consultation (e.g., weekly team-building with a flexible agenda; a regular consultant whose contributions are quite different at different times)?
- {1} No
 - {2} In the past, but not now
 - {3} Yes

From whom: LEDR/EXEC/CSLT/EXT

- [118] How is this assistance received by the group?
- {1} Is resisted
 - {2}
 - {3} Is accepted
 - {4}
 - {5} Is actively sought
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (e.g., none received)
 - {9} Insufficient data to rate

Evidence and details:

[119] Do informal leaders within the group (i.e., those without formal hierarchical authority for the group) offer process assistance or consultation to other group members or to the group as a whole?

- {1} Never
- {2}
- {3} Occasionally
- {4}
- {5} Frequently

{9} Insufficient data to rate

Anchors: To be developed in fieldwork

Evidence and details (indicate how many members offer such assistance, and how any such informal consultative activities mesh with assistance that may be provided by formal leaders and/or outside consultants):

[120] Overall, based on all evidence available to you, to what extent does the group receive competent assistance in improving how members function as a task-oriented team?

- {1} No such assistance is received by the group or is available to it
- {2}
- {3} Occasional process assistance is received and/or the assistance is of dubious quality
- {4}
- {5} Competent assistance is regularly received and/or readily available
- {8} Item not relevant for this group (explain)

VI. POTENTIAL MODERATORS

A. CONSTRAINTS IN THE TECHNOLOGY AND ENVIRONMENT

- [121] To what extent are work inputs (i.e., materials to be processed by the group) under external (e.g., technological) control rather than under the control of the group?
- {1} Wholly under the control of the group itself
 - {2}
 - {3} Partly under control of the group, partly not (explain below)
 - {4}
 - {5} Wholly under external control (specify below who and/or what the external controlling agents are)
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Evidence and details (note in particular any implications for the salience of group effort in affecting task performance):

- [122] To what extent are performance operations simple and predictable versus complex and unpredictable?
- {1} Complex and unpredictable
 - {2}
 - {3} Moderate or mixed
 - {4}
 - {5} Simple and predictable
 - {7} Mixed or complex (explain)
 - {6} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Evidence and details (note in particular any implications for the salience of group knowledge and skill in affecting task performance):

- [123] To what extent are the performance operations that are used to carry out the work under external (e.g., technological or regulatory) control rather than under the control of the group?
- {1} Wholly under the control of the group itself
 - {2}
 - {3} Partly under the control of the group, partly not (explain below)
 - {4}

- {5} Wholly under external control (specify below who or what the external controlling agents are)
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details (note in particular any implications for the salience of group performance strategies in affecting task performance):

- [124] If the group exerted greater effort than it does at present, would performance effectiveness be likely to improve as a consequence?
- {1} No
 - {2} Unclear
 - {3} Yes

If the response is "no" or "unclear," explain why--identifying as specifically as possible why greater effort would not improve performance effectiveness.

- [125] If the group applied more knowledge and skill to its work than it does at present, would performance effectiveness be likely to improve as a consequence?
- {1} No
 - {2} Unclear
 - {3} Yes

If the response is "no" or "unclear," explain why--identifying as specifically as possible why greater knowledge and skill would not improve performance effectiveness.

- [126] If the group took some time out to try to improve on its current task performance strategy, would performance effectiveness be likely to improve as a consequence?
- {1} No
 - {2} Unclear
 - {3} Yes

If the response is "no" or "unclear," explain why--
identifying as specifically as possible why an attempt to
improve the group's task performance strategy would not help
performance effectiveness.

3. MATERIAL RESOURCES

[127] To what extent does the group have sufficient "raw materials" (whatever they may be) to carry out its work?

- {1} Performance clearly suffers because of an insufficiency of materials with which to work
- {2}
- {3} Insufficiency of materials places some limits on what the group can accomplish
- {4}
- {5} There are ample materials for the group to use in carrying out its work
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details (note in particular what materials are obtained from sources within the organization, and what is obtained externally):

[128] To what extent are the tools and equipment (whatever they may be for the particular task being performed) adequate for the group to carry out its work well?

- {1} Performance clearly suffers because of inadequate tools or equipment
- {2}
- {3} Inadequacies in tools or equipment places some limits on what the group can accomplish
- {4}
- {5} There are fully adequate tools and equipment for the group to use in its work
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

- [129] To what extent is the physical space where the group does its work (either the dimensions of the space or its architecture) adequate for the group to carry out its work well?
- {1} Performance clearly suffers because of inadequate or poorly arranged space
 - {2}
 - {3} Problems with space place some limits on how well the group can perform
 - {4}
 - {5} The space used by the group is fully adequate for the work the group has to do
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Evidence and details:

- [130] Overall, based on all evidence available to you, to what extent are material resources sufficient for good group performance?
- {1} Resources are wholly inadequate
 - {2}
 - {3} Resources are marginally adequate
 - {4}
 - {5} Resources are fully adequate
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

VII. INTERMEDIATE INDICATORS OF GROUP EFFECTIVENESS

A. EFFORT

[131] How much effort does the group bring to bear on the group task, relative to what is required for acceptable performance?

- {1} Insufficient effort is applied
- {2}
- {3} Marginally sufficient effort is applied
- {4}
- {5} Fully adequate effort is applied
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details (be as concrete as possible about the basis for your rating):

[132] How much effort does the group bring to bear on the group task relative to what the group is theoretically capable of providing?

- {1} Much less effort than is possible
- {2}
- {3} About what would be possible without straining
- {4}
- {5} One hundred percent utilization of the capabilities of the group
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

B. KNOWLEDGE AND SKILL

[133] How much knowledge and skill does the group apply to its task work, relative to what is required for acceptable performance?

- {1} Insufficient
- {2}
- {3} Marginally sufficient
- {4}
- {5} Fully adequate
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

[134] How much knowledge and skill does the group apply to its task work, relative to what the group is theoretically capable of providing?

- {1} Much less than is possible
- {2}
- {3} About what would be possible without straining
- {4}
- {5} One hundred percent utilization of the knowledge and skill of the group
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

C. TASK PERFORMANCE STRATEGIES

[135] How adequate are the task performance strategies used by the group for its work, relative to what is required for acceptable performance of this work in this organization?

- {1} Inadequate
- {2}
- {3} Marginally adequate
- {4}
- {5} Fully adequate
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

[136] How appropriate are the task performance strategies used by the group for its work, relative to what would be the theoretically optimal strategies for a group doing this work in this organization?

- {1} Much less appropriate than possible
- {2}
- {3} Generally appropriate; some problems noted
- {4}
- {5} Optimally appropriate; it is hard to imagine how the group's strategy could be improved
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

VIII. EFFECTIVENESS CRITERIA

A. PRODUCTIVE OUTPUT OF THE GROUP

[137] What persons or groups receive and/or use the productive output of the group, and can be affected (either positively or negatively) by how well the group performs? What persons or groups evaluate and/or assess the productive output of the group, and are in a position to reward or punish the group based on what they think of the group's performance?

- [a] List (on the page provided) each person or group who meets the criteria specified above, and enter beside each name an "R" if it is someone who receives and/or uses the output of the group, an "E" if it is someone who evaluates and/or reviews the group output, or a "B" if it is someone who both receives/uses and evaluates/reviews the group output.
- [b] Then, for any of the persons or groups you are able to contact, list the standards they use to evaluate the productive output of the group.
- [c] Then indicate for each person or group listed the degree to which the performance of the group is found acceptable, entering a number based on the following scale:
 - 1: The group output typically is far below standard
 - 2:
 - 3: The group output typically is about at standard
 - 4:
 - 5: The group output typically is far above standard
 - 9: Insufficient data to rate, or contact not made
- [d] Finally, place a star (*) by the persons or groups that are most important (for whatever reason) to the group being described.

Persons or Groups Who Receive/Use or Evaluate/
Review the Productive Output of the Group

[138] Considering all data recorded for the previous question, what is your overall assessment of the degree to which the productive output of the group meets the standards of quantity of those who receive and/or review it?

- {1} Output is far below quantity standards
- {2}
- {3} Output is about at quantity standards
- {4}
- {5} Output is far above quantity standards
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

[139] Considering all data recorded for the first question in this section, what is your overall assessment of the degree to which the productive output of the group meets the standards of quality of those who receive and/or review it?

- {1} Output is far below quality standards
- {2}
- {3} Output is about at quality standards
- {4}
- {5} Output is far above quality standards
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Evidence and details:

8. HEALTHY, NONDESTRUCTIVE SOCIAL PROCESSES IN THE GROUP

- [140] Overall, are the interpersonal processes of the group healthy? Does the group deal competently with interpersonal issues such as inclusion/exclusion, control/subordination, and liking/disliking?
- {1} Destructive, unhealthy social processes
 - {2}
 - {3} Typical social processes--neither particularly healthy nor particularly unhealthy
 - {4}
 - {5} Healthy, growth-enhancing social processes
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Anchors: to be developed in fieldwork.

Evidence and details (be as complete and operational as possible, to build the specificity of this item):

- [141] How competently does the group deal with behavior problems of individual members? (Consider in particular the enforcement of group standards for individual contributions to the task work and ways the group deals with deviations from group norms.)
- {1} Incompetent dealings with individual members (e.g., the group winds up making a problem with an individual worse rather than better)
 - {2}
 - {3} Typical or mixed dealings with individual member behavior
 - {4}
 - {5} Particularly competent dealings with individual members (e.g., dealing with an individual's behavior problem results in a generally improved state of affairs in the group)
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Anchors: to be developed in fieldwork

Evidence and details (be as complete and operational as possible):

- [142] Does the quality of the relationships among members improve or deteriorate over time?
- {1} Marked deterioration over time
 - {2}
 - {3} No change over time

- {4}
- {5} Marked improvement over time
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors: to be developed in fieldwork

Evidence and details (be as complete and operational as possible):

- [143] Overall, considering all evidence available to you, do you find that the group process enhances or depresses the capability of members to work together on subsequent team tasks?
- {1} Marked depression of capability
 - {2}
 - {3} No impact on performance capability
 - {4}
 - {5} Marked enhancement of capability

C. SATISFACTION OF THE NEEDS AND WANTS OF INDIVIDUAL MEMBERS

- [144] To what extent do members like the group and being in it?
- {1} Everyone dislikes being a member of the group
 - {2}
 - {3} Moderate or mixed (e.g., some like being a member, others do not)
 - {4}
 - {5} Everyone likes being a member of the group
 - {9} Insufficient data to rate

Anchors: To be developed in fieldwork

Evidence and details:

- [145] Overall, considering all evidence available to you, does the group experience serve more to satisfy or to frustrate members in achieving their personal goals and satisfying their personal needs?
- {1} The group frustrates most members in personal goal achievement and/or need satisfaction
 - {2}
 - {3} Moderate or mixed (e.g., some members find the group quite satisfying, others do not)
 - {4}
 - {5} The group helps most members achieve their personal goals and satisfy their personal needs

IX. EXPLORATORY VARIABLES

A. INTER-GROUP RELATIONSHIPS

- [146] To what extent do members of the focal group interact with nonmembers (or other groups) as a regular and necessary part of their work on the group task?
- {1} Close to 90% of member interactions are with people inside the focal group
 - {2}
 - {3} More than half of member interactions are with people inside the group
 - {4}
 - {5} More than 75% of member interactions are with people outside the focal group
 - {9} Insufficient data to rate

Evidence and details:

- [147] To what extent is it necessary for the group to deal with persons or groups outside the organization in carrying out the group task? (Note: See Section IV for the definition of "inside" vs. "outside" the organization.)
- {1} Close to 90% of the transactions between the focal group and other entities are with people inside the organization
 - {2}
 - {3} About half of the transactions between the focal group and other entities are with people inside the organization
 - {4}
 - {5} Close to 90% of the transactions between the focal group and other entities are with people outside the organization
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Evidence and details:

- [148] Identify the two to four other groups (either inside or outside the organization) with which the focal group has the most (or the most significant) transactions. List these groups below and enter beside each one the number from the following list that best characterizes the relationship of that group with the focal group.

- {1} Dysfunctionally negative and/or competitive
- {2} Affectively negative but not dysfunctionally so
- {3} Functionally competitive
- {4} Affectively neutral (or co-existence)
- {5} Cooperative or collaborative
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

[149] Does the focal team have sufficient authority or power vis-a-vis external groups and entities to accomplish its own task acceptably and on time?

- {1} No; it must depend on other entities over which it has no power
- {2}
- {3} Moderately
- {4}
- {5} Yes; it has the power to get what it needs from other entities
- {7} Mixed or complex (explain)
- {8} Item not relevant for this group (explain)
- {9} Insufficient data to rate

Anchors: To be developed in fieldwork

Evidence and details:

[150] Overall, based on all data available to you, to what extent are relations between the focal group and other groups healthy and mutually productive?

- {1} Intergroup relations are filled with conflict and miscommunication
- {2}
- {3} Intergroup relations are of mixed quality, or are not salient for the focal group
- {4}
- {5} Intergroup relations are healthy and mutually productive
- {8} Item not relevant for this group (explain)

B. LEADERSHIP

- [151] To what extent is the group subject to conflicting instructions from different individuals in positions of hierarchical authority over the group?
- {1} Virtually never
 - {2}
 - {3} Sometimes
 - {4}
 - {5} Very frequently
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

anchors: to be developed in fieldwork.

Evidence and details:

- [152] Overall, what is the characteristic style of the group leader (i.e., the person with the most direct hierarchical responsibility for the group, whether he or she is located within the group, on its boundary, or outside the group)?
- {1} Highly autocratic, directive and/or authoritarian
 - {2}
 - {3} Mixed, flexible, inconsistent, and/or unclear
 - {4}
 - {5} Participative, democratic and/or consultative
 - {9} Insufficient data to rate

anchors: to be developed in fieldwork.

Evidence and details:

C. ORGANIZATIONAL "CLIMATE"

- [153] Would you characterize the overall climate of the organization where the group is located as:
- {1} Generally individualistic
 - {2} Generally group-oriented
 - {3} Generally collectivistic
 - {7} Mixed or complex (explain)
 - {9} Insufficient data to rate

anchors: to be developed in fieldwork

Evidence and details:

- [154] To what extent is the organization within which the group operates prospering (in terms of its economic and/or social viability)?
- {1} The organization is in a period of serious stress, retrenchment or decline
 - {2}
 - {3} The organization is in a period of "business as usual"
 - {4}
 - {5} The organization is in a period of growth, health and general well-being
 - {7} Mixed or complex (explain)
 - {9} Insufficient data to rate

Anchors: to be developed in fieldwork

Evidence and details:

- [155] To what extent does the organization generally provide a working environment for its people that is supportive and secure?
- {1} The working environment is hostile and alienating
 - {2}
 - {3} The working environment is generally affectively neutral
 - {4}
 - {5} The working environment is generally supportive and secure
 - {7} Mixed or complex (explain)
 - {9} Insufficient data to rate

Anchors: to be developed in fieldwork

Evidence and details:

D. STATUS OF THE FOCAL GROUP

- [156] What is the status of the group and its work within the organizational culture? Where does it fit into organizational priorities?
- {1} Low status, low priority
 - {2}
 - {3} Moderate or mixed status and priority
 - {4}
 - {5} High status, high priority
 - {7} Mixed or complex (explain)
 - {8} Item not relevant for this group (explain)
 - {9} Insufficient data to rate

Anchors for {1}:

- [a] Group members are on the bottom of the organizational hierarchy
- [b] The group's work is considered peripheral to the organization's success
- [c] The group has to scrounge for resources
- [d] The group is "invisible" to higher levels in the organization

Anchors for {3}:

- [a] The group is in the middle: neither queen nor scullery maid
- [b] Status distinctions are not important in this organization

Anchors for {5}:

- [a] Group members are part of the organizational elite
- [b] The group's work is considered key to the organization's success or survival
- [c] The group receives special attention, resources or opportunities to have influence

Evidence and details:

X. SUMMARY COMMENTS

Please attach a typed narrative summary of what you learned from observing this group. Include in your summary discussion of the following points:

- [a] What are the major strengths and major weaknesses of this group as a performing unit?
- [b] What is very special or unique about this group, that which makes it interestingly different from other task-oriented groups one might encounter?
- [c] What are the main political forces that operate on the group, and within it? In what ways, if any, do these forces condition what you have recorded in this document?
- [d] Here we have viewed the group as a vehicle for getting work done in an organization. If you took an alternative view, namely that a group is a stage on which various dramas are played out, what would be the main drama being enacted on the stage provided by this group?
- [e] What are the main things you have learned about groups and group task performance from observing this group?
- [f] What else should be noted if we are to understand this group to the fullest extent possible?

INSTRUCTION MANUAL FOR
"GUIDE FOR OBSERVATION OF WORK TEAMS"

Connie Gersick
Yale University
January 1982

The Observer's Guide provides a format for observers of work teams to record their observations and assessments of those teams. Because the Guide is based on a particular model of work team effectiveness, the questions are very specific. Each item in the Guide (except for a number of explicitly exploratory questions at the end) focusses on an aspect of the group performance situation that is defined in the conceptual model. For this reason, many of the terms used in the Guide have specialized meaning, and it is important that you study this Manual carefully to make sure that you are fully conversant with the terms and concepts used in the Guide.

Indeed, it is highly advisable to study both the Guide and the Manual prior to beginning your observations, to gain an overall perspective of what is covered and what you should be looking for. Then read through the Guide once again before beginning to fill it out. A number of questions in the Guide are superficially similar, and you will be more likely to record your observations in the right places, without having to repeat yourself, if you get a sense of the whole before you begin.

The Observer's Guide is a demanding instrument that requires precise thinking and painstaking work. It is not meant to be used on the spot during on-site observations. Instead, use it to prepare for your observations ahead of time, to keep track of what information you have in hand and what you still need, and then--when you have finished your observational work--to record what you have discovered. You should plan to spend a full work day completing the Guide when your observations have been completed.

What "Observation" Means in this Project

- The Observer's Guide was prepared for a project that uses three different methods to assess work teams: (a) questionnaires, (b) interviews, and (c) observations. This multi-method approach was chosen for two main reasons. First, the approach makes it possible to test for the degree of convergence that is obtained from data gathered in very different ways. The second reason concerns the built-in difficulties encountered when one relies solely on self-report data (i.e., interviews or questionnaires from individual team members) to assess the structural features of teams and patterns of relationships in groups. If only

individual reports are used, it is not possible to tell whether the aggregated data provide a valid picture of the group as a whole, or to test whether members' retrospective understanding of "what must have happened" in their groups is an accurate rendering of what actually happened during the life of the group. The use of separate methodologies, then, provides a check on accuracy--and observation in particular provides an opportunity to obtain an assessment of the work team as a whole from someone who is not an organization member.

It is therefore important to keep the three data collection methods as uncontaminated by one another as possible. That means that whenever possible your responses to the questions in the Guide should be based on direct observations of what exists or what happens: members' behavior on the task, their interactions with one another, the physical setting in which the group operates, tools and materials the group uses, written documents that affect the group (e.g., memos, job manuals, bulletin board notices, company records of policy statements), and so on.

As you talk with team members and others in the organization where the team is located, be constantly attentive to the distinction between fact and opinion. Asking for facts (e.g., "What time did the meeting end?" or "How do you use that piece of equipment in your work?") is quite different than asking for opinions (e.g., "What did you think of the meeting?" or "How much do you like doing that part of the task?"). You will (appropriately) gather much data about matters of opinion; indeed, members will tell them to you whether you ask for them or not. But be careful to separate those data from what you yourself observe. So: do not suppress expressions of opinion, but also do not accept them at face value. Instead, use them as indications of things you might want to look around for in your observational work--and then record in the Guide what you actually see.

On Evidence and Details

Beginning with item 10 in the Guide, many of the questions ask for the "evidence and details" you used in making your assessment of the group on the item. In providing evidence and details, indicate whether you based your response on behavior actually observed, on written documents, on something that was said to you that you were able to validate, or (only if it is impossible to be more specific) on a general impression you developed. If your evidence came from more than one source, say so. Then provide enough detail so that someone reading your Guide would immediately see from what you wrote why you made the rating that you did. For your ratings to be meaningful and useable, rich descriptive evidence is essential.

On the Use and Development of "Anchors"

Anchored rating scales are used throughout the Guide. "Anchors" are descriptions and/or examples given beneath the rating scales to help you interpret the numbers. To be useful, they should be operational, concrete descriptors of various positions on the scale. All anchors in this version of the Observer's Guide are tentative, and they will be revised based on your notes and comments. When you complete an item, circle any of the anchors that fit the observed group, even if they do not all fall under the same numerical rating. Take a moment for each item to consider whether the anchors provided are useful in assessing the standing of your group on the dimension to be measured. If they are less than adequate, make changes in them, write your concerns about them in the margins, and/or write wholly new anchors that do a better job of characterizing your group than the ones that are there now. For some items (the first being Item 26), no anchors are provided; instead, there is a notation "Anchors to be developed in fieldwork." For these items, it is particularly important for you to provide draft anchors that support the numerical assessment you make.

The Guide and Manual as Drafts

At this stage in the research project, improving the Guide and the Manual are almost as important as obtaining good data about the groups observed. Please keep track of items that you find hard to understand or ill-suited to the group you are observing. And make comments in the margins of the Guide suggesting ways to improve the wording or the format of the items. Also note any items that strike you as particularly useful or appropriate for capturing the essence of the group you are observing. The last page of this Manual is reserved for your notes about the Manual itself. Whenever you find an item that is confusing in the Guide and not clarified in the Manual make a note about the problem on the last page, so the difficulty can be taken care of in the next version of the Manual.

SECTION I: BASIC INFORMATION (pp. 4-9 of the Guide)

Item 7

This is the place to record the unexpected. Since it would be impossible to anticipate all the special circumstances that might develop in the midst of your observations, it is up to you to be alert to circumstances in the organization, the group, or your own observation process that could affect

the data. Is the organization undergoing any unusual change? Is it, for example, brand new, in the midst of a seasonal peak of activity, on the brink of a strike, or about to merge with another firm? Is the group in a stable period, or did it just gain a new member, begin a new project, or experience some other unusual circumstance? Did you as an observer have any special problems or opportunities? Did you miss a key meeting, observe the end of the group's life, or find yourself in a particularly strained relationship with one of the members? Were you wholly ignorant or particularly well-versed in the kind of work the group does? Were you aware of any cultural or intergroup differences between you and the group members that might have affected your data?

Item 9

Here are explanations of the response categories for this item:

- {1} Production. Use this category when the major outlines of the thing to be produced have already been defined for the group, and its primary work is to construct it. The decisions and problems of production groups have mainly to do with ways of carrying out the construction process, not with deciding what to make in the first place. Example: a team of workers who build automobile transmissions.
- {2} Service. The concern here is with modifying the condition of already existing people or objects, not with constructing new entities. Although service provision may involve some decision-making and/or problem-solving, a group should still be classified as "service" if the basic type or design of the service has already been decided by someone external to the group--and the main responsibility of the group is to provide that specified service. Examples: flight attendants, sales groups, janitorial crews.
- {3} Decision-making. A group is classified as decision-making if its main work is making choices among competing alternatives. Examples: a college admissions committee, a board of directors.
- {4} Problem-solving. A group is classified as problem-solving if its main work is the generation of solutions (i.e., the primary task of the group is to come up with a solution to a difficulty, rather than to execute the behaviors called for by the solution). Examples: an engineering group that designs "fixes"

for technological problems, a policy-formulation group charged with developing solutions to organizational difficulties).

- {5} Performance. These groups execute athletic, musical, dramatic, artistic or other performances that are initiated for the entertainment of others, or for review by them.
- {7} Other or mixed. This alternative is to be used if none of the alternatives above fits the group well, or if the work of the group significantly involves more than one of these kinds of work. Here are some examples of groups that would have to be classified as "mixed":
 Production/service: A group that divides its time between building products and serving the customers who use them.
 Problem-solving/production: A student group assigned to analyze a problem, design a solution, and produce a formal report; or a group charged with both the design and construction of sets for a dramatic production.
 Problem-solving/service: A group of consultants doing an organizational diagnosis and change project.

Other combinations are possible and will be encountered. If you do use category {7} be sure to explain your rating carefully.

Items 11-12

Try to find out if there is an official group membership list or an organizationally-specified group size, and compare your observations about who actually participates in the group with the "official" composition of the group. If there are discrepancies, note them. And if the boundaries of the group are fuzzy (i.e., no one is sure exactly who is in the group, or membership changes frequently and unpredictably), say that. Do not make the composition of the group here more clear than it actually is in the organization. Finally, if ethnic or socio-economic characteristics of members are salient for group functioning, note these attributes on your membership list.

Item 13

What is the structure of leadership within the group?

- {1} The term "formal leader" refers to someone who is appointed by management to lead the group, but who is expected to work within the group with other members

as well as to manage the group. In this context, "formal leader" does not refer to an external supervisor to whom the group reports. This designation would be appropriate for a person who is supposed to lead the group from within but who fails to do so in actual practice. And you should use this category even for formal, internal leaders who happen to have a very participative style (i.e., involving members semi-democratically in decisions). The key issue is whether the person is appointed by management and serves at the pleasure of management.

- {2} A "member-leader" is someone explicitly elected or chosen by the group from among its own members, or by the broader population of organization members from which the group is drawn.
- {3} "Informal leader" refers to a group member who assumes leadership functions in the group but who has no explicit mandate (either from management or from the group itself) to do so. Informal leaders often are harder to pin down than formal or elected leaders. Notice whether or not the group waits for a particular person to arrive before work is begun. See whether an individual sets the agenda, puts a seal of approval on group decisions, or signals the end of group meetings. In looking for informal leaders, note whether or not a prospect has a critical mass of followers. A person who dominates a group and succeeds in influencing other members may be an informal leader; but a person who dominates but is not taken seriously may be more accurately classified as a deviant.
- {4} A group may have more than one leader, and more than one type of leader. A football team, for example, may have a coach (a formal leader designated by management to work with the team) and may also have a captain (who is explicitly selected by the group from among its members). There also may be another member or a subgroup of members who exert consistent informal leadership (either instead of or in addition to explicitly-designated leaders).

Remember to identify on your group list (on page 6) the people who have these various leadership roles in the group you are observing. And please substantiate your answer to this question--as some of the calls may be close: a formal or elected leader may not be immediately obvious, and informal leadership may vary nontrivially over time.

SECTION II: CLASSIFYING THE GROUP (pp. 10-19)

The Observer's Guide (and the other methodologies developed for the project) are intended only for certain kinds of groups--specifically, work teams located in organizations. The first purpose of this section of the Guide is to determine whether or not the group observed is of this type. The second purpose of the section is to assess the degree of authority the group has, and to place it on a "control continuum" that ranges from low authority "manager-led" groups to "self-managing" groups to high authority "self-designing" groups. In the paragraphs to follow, the concepts used to make these determinations are explained.

The Observer's Guide is not appropriate for two common types of groups: coacting groups and free-standing work teams. A coacting group is a set of people who have face-to-face contact with one another and who interact with one another--but who do not work interdependently on a common group task. Members perform their own, individual tasks in the presence of other group members, but they are not dependent on one another for getting a shared group task accomplished. A group of telephone operators, each of whom operates his or her own console in proximity to the others, would be an example of a coacting group. There is no real group task--even though the chief operator might aggregate the performance of individual members to compute a measure of office productivity.

Free-standing work teams do have a common group task, but they are not situated in an organizational context. An independent, itinerant brass ensemble, for example, would not have the kind of formal organizational context that is required for inclusion here. As can be seen by perusing the Guide, many of the questions addressed have specifically to do with the relationship between a work team and its organizational context.

The five attributes used to classify groups are listed below. The first three define the domain for which the Guide is appropriate; the last two are used to distinguish among manager-led, self-managing and self-designing work teams.

- [1] The group must be an intact and identifiable social system, even if small and/or temporary. At minimum, this requires that members have interdependent relations with one another, that they develop differentiated roles over time, and that the group be perceived as such both by members and nonmembers (Alderfer, 1977).

[2] The group must have a defined piece of work to do that results in a product, service, decision or performance whose acceptability is at least potentially measurable. If a group does not generate productive output, then it is not a work team.

[3] The work of the group must be interrelated with the work of other individuals and/or groups in a common organizational setting.

If these three attributes are present, and if the authority for managing group performance processes rests with management rather than with the group itself, the group is a manager-led team. In this case, it is the responsibility of management to (a) monitor and fine-tune group performance processes, (b) design (and redesign, if needed) the group itself, and (c) design (and redesign, if needed) the organizational context within which the group functions. Generally, members of manager-led teams are responsible only for the actual execution of management-specified performance processes. Examples would include a football team for which all plays and substitutions are decided upon by the coach, a military squad for which detailed instructions are provided by the sergeant, a crew of flight attendants whose duties have been choreographed ahead of time and whose on-board behaviors are monitored by an in-flight supervisor, and so on.

[4] The group may have the authority to manage its own task and interpersonal processes in generating its productive output.

If this attribute also is present, the group is a self-managing work team. Group members are responsible for monitoring and managing their own performance processes--i.e., for deciding how to get the job done--as well as for execution of the task work, even though the design of the group itself and the design of the performance context remain the responsibility of management. Examples would include a faculty search committee, an "autonomous work team" in industry, and a managerial task force charged with the design of a new compensation system.

[5] The group may have authority for the design of the group task, for the composition of the group (i.e., who is in the group and how many members there are), and for setting (and enforcing) standards that specify what work behaviors are and are not acceptable.

If this attribute also is present, the group is a self-designing work team. For these groups, management has responsibility only for the design of the organizational context within which the group operates. The group has the

authority to manage everything else. Self-designing work groups are relatively rare in traditional organizations. Examples would include (a) a mature autonomous work team that has assumed responsibility for hiring and firing its own members and for altering its basic task as required; and (b) a labor-management "quality of work life committee" charged with the general objective of bringing people together to come up with some programs for improving life in the organization, with the ways and means of doing so left almost entirely up to the committee.

While the Guide should be used only for groups that meet at least the first three criteria listed above, it is important that we not eliminate groups that would technically qualify for inclusion--except that they are not functioning well. If your observations of a group suggest that it is not functioning as a real work team but that it nevertheless is still appropriate for observation, use Item 34 to explain why and then proceed.

Item 28

This item distinguishes between collections of people who operate mainly as separate individuals and real groups (in which a network of relationships ties individuals together into a larger whole). Differentiated roles are an important indicator that such a network exists. When differentiated roles are present, members have a shared sense of how each member fits into the group and how he or she is expected to behave. There is a division of labor in the task and/or socio-emotional life of the group.

Differentiated roles may be either formal or informal. Formal roles are official positions that exist separately from the personalities of individuals. For example, a volunteer group might have a president, a secretary and a number of rank-and-file members. Each of these formal roles (from president to ordinary member) would have a particular slice of the work and a particular set of privileges.

Usually, informal roles are neither as explicit nor as independent of individual personalities as are formal roles, although they may be just as powerful in dividing up the work and the privileges of the group. Informal roles usually develop gradually (for example, as the group starts to look regularly to one of its members to take minutes, to relieve tension in tough times, to take over leadership when decisions have to be made quickly, and so on).

Groups vary in the degree to which they have roles that distinguish among members. In some groups, roles may be clear and mutually exclusive; in others, roles may be vague and overlapping. And members may hold strictly to their and

others' roles, or they may take turns holding different roles at different times. Both formal and informal roles vary in these ways.

A description of a group member's role would not be a personality description. Instead, a role would be said to be present when (a) members develop regular functions that they fulfill for the group, and/or (b) other group members show in their words or behavior that they have special expectations of each other.

Item 29

While there are many definitions of the concept "task," we use this one:

A task consists of a stimulus complex and a set of instructions that specify what is to be done vis-a-vis the stimuli. The instructions indicate what goals are to be achieved and/or what operations are to be performed with respect to the stimuli. A task may be assigned to a group by an external agent, or may be self-generated (Hackman, 1969).

In this view, tasks always involve some identifiable stimulus materials, something to be "worked on." The instruction "Talk" would not be a task, but "Talk about the second problem on your sheet" would be. If there is no identifiable stimulus material, there is no task.

Tasks also always involve instructions. These instructions specify the goals or objectives the group is expected to achieve and/or specify the processes or procedures that must be followed in carrying out the work (including any procedural constraints that may limit the latitude of the group). Most tasks have instructions about both goals and procedures: "Bake five dozen cookies [instructions about goals] using this recipe [instructions about procedures]." Other tasks may have only instructions about goals (e.g., "Make this broken radio work again"). But some kind of instruction, either about goals or procedures, is essential. Merely giving a group a broken radio, for example, would not be viewed as assigning a task to the group.

A task may be either assigned by an external agent or self-generated by a group. A self-designing group, for example, often may generate its own tasks. If a group decided to build a clubhouse, that would be a self-generated task. If an architecture instructor presented the group with a photograph of a clubhouse and told it to build a clubhouse based on that photograph, an externally-generated task would exist. It is true that almost any time a task is assigned, the group will formulate its own definition of it (i.e.,

will "redefine" the task). But for Item 29 you are to stick with the assigned task as presented to the group by the organization or its agent. Do this even if the task is sketchy, fuzzy, and internally inconsistent--and even if the group subsequently redefines its assignment. The idea here is to determine what it is that the group starts with; you can describe later in the Guide what the group actually does with the task it initially is given.

Finally, if the task is in fact self-generated, as might be the case for a self-designing or "self-employed" group, describe the self-generated task and indicate that it was developed by the group itself.

Item 30

This question distinguishes coacting groups (for which there is no real group product) from work teams with a group product that is created interdependently by group members. In responding to the item, look back at what you said for Item 27. There you indicated whether or not there was interdependence among members for some "shared purpose." If that purpose is merely personal or social then the group is not a real work team; if it has to do with the work of the group, resulting in the production of a common or shared group output, then the group is a work team. Most work teams, of course, will become interdependent for personal and/or social purposes as well as for task purposes; but the key defining attribute for this item has to do with the task.

Thompson's (1967, Ch. 5) categories of interdependence may be useful in illustrating the ways in which a group-level outcome can be the result of interdependent work by members. With "pooled interdependence," members' inputs to the task can be carried out individually, but the final outcome is a unified result of their combined efforts. A museum team's exhibit, for example, might reflect the separate but interdependent efforts of an illustrator, a cataloguer, a geologist, and so on. With "sequential interdependence," each member's contribution is dependent on the contribution of the member who precedes that person in the workflow. The performance of a relay team is an example of sequential interdependence. With "reciprocal interdependence," members' dependence is mutual: they reciprocally affect each other's ability to do the work. A performance of a play, for example, requires that people give each other cues at appropriate times; the operation of a sailboat requires that individuals coordinate their actions with one another.

Item 31

This question deals with the degree to which the output of the group could be measured--regardless of whether or not anything has actually been produced, and regardless of whether or not anyone ever actually will assess the group product. A group with a task of selling 100 raffle tickets has a task with an outcome that can be measured (i.e., from zero if they never get started, to one hundred). A group that agrees to get together some evening for a political discussion has no measurable task outcome; one could comment only on whether or not they actually do meet.

The anchors for this item distinguish between outcomes that are directly observable and those that are observable only indirectly. Outcomes are directly observable if they have physical properties of their own. Such outcomes potentially can be observed by more than one person, or recorded and measured repeatedly. Outcomes without physical properties (such as abstract ideas or states of mind) can be observed only indirectly, or after some set of observable outcomes has been defined as an acceptable indicator of the abstract outcome. Any number of people attending a play, for example, can observe whether or not the audience laughs at the actors' jokes, but no one can directly observe whether or not the play made the audience "happy."

Item 33

A transaction involving the team "as a unit" does not necessarily require that all team members actually participate in the transaction. It does require that at least one team member acting as a representative of the team transact with one or more members of the organization, that these other people relate to the representative as a representative of the team, and that the transactions observed have to do with the work of the group.

Items 35-43

These questions all deal with the locus of official authority for various aspects of the group's life and work. Official authority may often differ from de facto practices, so be careful in making your assessments.

Note that category {8} ("Item not relevant for this group") is to be used if decisions are not made about the matter being considered. This sometimes will be the case when the technology precludes decision-making about the matter (i.e., there is no "room" for either the group or anyone else to make a decision, because it is all predetermined by the technology). Technology, as used here, is a fairly

inclusive concept: it refers to any method, routine, or process of doing work that is predetermined by an external source, such as (a) a school of thought adopted by the organization (e.g., the Library of Congress cataloguing system), (b) a legally or organizationally-required routine (e.g., checklist procedures that must be followed prior to the takeoff of a commercial aircraft), (c) the nature of the materials worked with given the transformations that are required (e.g., water must be heated in order to turn it into steam), or (d) the tools or equipment the group is required to use (e.g., automatic machinery that may be set when manufactured to operate at certain speeds). If technology makes a given item in this subsection irrelevant for your group, say so under "Evidence and details," and explain the specific technological constraint that is operating.

Item 43

Review the introduction to Section II in this Manual before responding to this item.

SECTION III: DESIGN OF THE GROUP AS A PERFORMING UNIT (pp. 20-34)

Page 20: Hierarchical Description of the Group Task

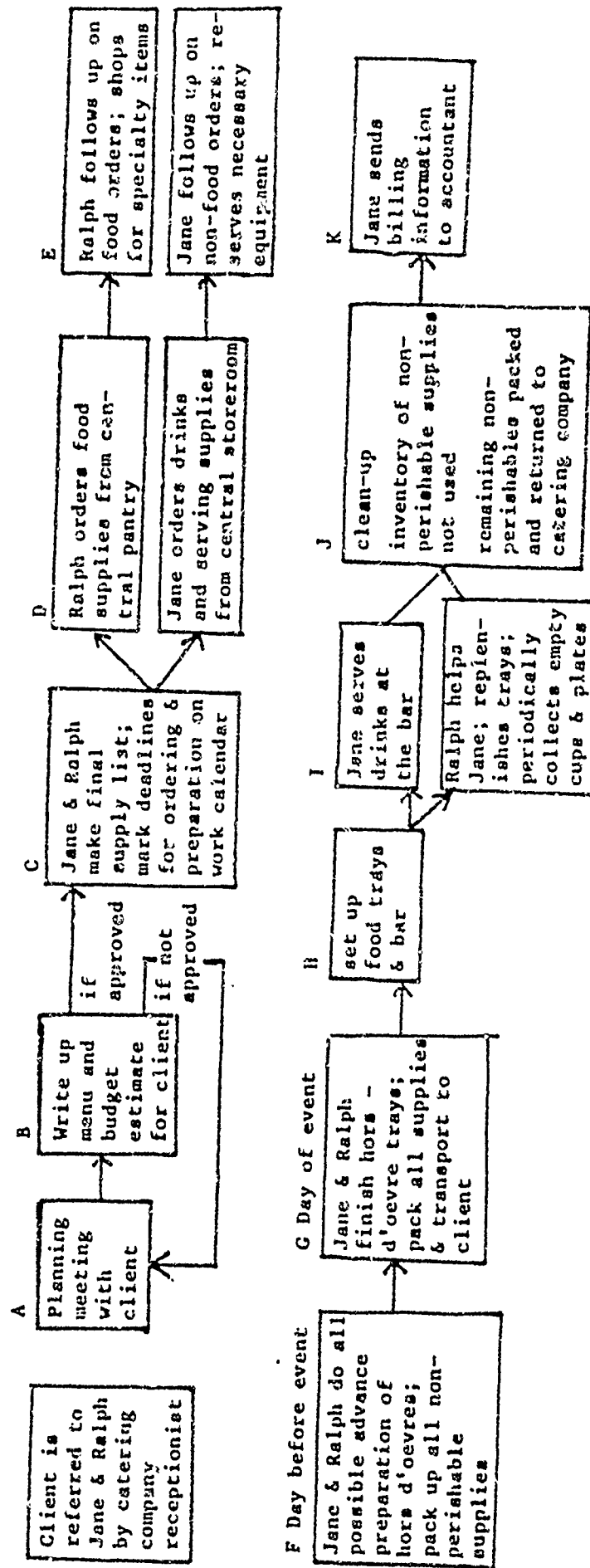
The description called for here should help you organize your thinking about the task and the group in a way that will make it easier for you to respond to many of the items to follow. Read the entire page before you start, and then rough out a list of sub-tasks on a scratch sheet before you get into the details. If there is a required or typical chronological order to the subtasks done by your group, your description should indicate that by the order in which you list the subtasks.

It often is useful (both to illustrate what the group does and to organize your description of the subtasks) to prepare a workflow chart of your group's task. An example of a workflow chart for a group that provides catering service is shown, for illustration, in Figure 1. If you do prepare a workflow chart for your group (it is optional), please insert it after page 20 of the Guide.

FIGURE ONE

SAMPLE FLOW CHART

Ralph and Jane are one of several teams in a small catering company. Chart illustrates their work for a typical cocktail party.



The instructions on page 20 of the Guide imply a format for your hierarchical task description that would run linearly down the page (i.e., identifying one subtask, listing the information requested in items [a] through [h] underneath, then identifying the next subtask, and so on). You may need more than one page to complete the listing if your group's task involves many subtasks. If that is the case, simply insert them in the Guide after page 21.

You may want to use an alternative format, for ease of recording. One possibility, which treats items [a] through [h] as columns of a matrix, and the subtasks as rows, is illustrated for the catering group in Figure 2. Consider the alternative formats before proceeding, and use the one that you believe will be easiest for you and most readily comprehensible by a reader of your completed Guide.

subtask	a)stimuli/materials	b)source/availability	c)methods . . . determined by:
A planning meeting with client.	Client's expressed wishes.	Clients are referred to team by the company receptionist.	Team begins with informal discussion with client; then uses prepared check-list to cover all important points. Check-list is a company-designed form.
B Write up menu and budget estimate.	Planning meeting (above). Recipes and supply prices.	Notes from planning meeting, made by Jane or Ralph. Company has cookbook library. Company buyers keep current price information. Easy access.	Content of menu is up to team. Company forms help team prepare budget estimate.
C i. Make final supply list. 2. Determine deadlines.	1. Approved menu and recipes. 2. Lead times for orders; preparation times; date of event.	Available from team's previous work. Team's past experience determines lead time estimates. Event date fixed by client.	Jane and Ralph divide up the menu and make separate lists; then pool the lists and discuss the work calendar together.

FIGURE TWO

SAMPLE MATRIX FORMAT FOR
HIERARCHICAL DESCRIPTION OF GROUP TASK

and so on

d) participation: determined by:	e) space/equipment/ contact	f) extra-group transactions	g) subtask objective	h) feedback
<u>A</u> Ralph, Jane, or both. Team decides.	Company is large old house. Meetings usually held in spacious livingroom.	Client.	To determine the general menu and budget the client wants.	Client response to suggestions during discussion.
<u>B</u> Both members work on menu; whoever met with client writes it up.	Company library has several work tables. Communication is easy.	Buyers are consulted about prices.	Making a specific menu, with price estimate.	Client either approves, requests changes, or terminates order.
<u>C</u> Both - self- determined.	Company library.	Outside suppliers or company buyers sometimes consulted about lead times for orders.	To make sure the supplies will be there and the advance work will be done on time.	Preparation and serving of the party goes wrong if supplies are late or omitted.

Items 44-50

Work design theory (e.g., Hackman & Oldham, 1980) identifies a core set of variables as key to the built-in motivating potential of tasks--that is, to work that is intrinsically rewarding to do. Items 44-49 ask you to explore the degree to which these core variables (i.e., challenge, wholeness, significance to others, autonomy, feedback) are built into the task of the group. After you have assessed these task attributes separately, Item 50 asks for a summary rating of the motivating potential of the group task.

Item 45

For many groups, responses to this question will depend on where the product of the group fits in some larger workflow. To what extent is the work of the group merely a step along the way? Does the group's work merely involve modifying the product of some group prior to it in the workflow? Does some other group or department subsequently modify the observed group's product so much that it would be impossible to separate out or identify the contribution of the focal group? To answer these questions, it is necessary to know where the product of the group goes when the group has finished with it, and what happens to it there.

For other groups, it will be clear that the group does do a "whole" piece of work--but the size of that whole may be so small as to have little meaning for group members. This possibility is raised specifically in anchor [b] of alternative {1}, and might apply to the job of a directory assistance operator in a telephone company central office.

If the group does service work, consider the kind of contact that the group has with its clients. A team of physicians, for example, might have complete responsibility for the care of a number of patients, such that each patient's entire course of treatment is handled by the group. Or the doctors might rotate through a hospital so that no one ever saw the same patient twice, the patient's course of treatment being handled by a succession of different doctors--with neither an individual physician nor a group of physicians having responsibility for the whole treatment program for any identifiable set of patients. The differences in task identity in these two cases are substantial.

Item 49

The users of a group's product may be internal to the organization (e.g., those who perform the next step in the workflow), or external to the organization (e.g., consumers,

clients, or members of an audience). If the group or the organization goes out of its way to solicit consumer or client reactions to the work, please note this.

Item 50

While your responses to Items 44-49 should inform what you say on this summary item, do not just add up "points" to respond to Item 50. You may find that the task is motivating in certain ways, but so lacking in other attributes that the final result is negative. Or you may find that while the piece-by-piece description of the task should add up to motivating work, the particular group you are observing does not seem to react that way. If this is the case, say so, and identify the reasons for the discrepancy to the extent you are able to do so.

Item 51

If a group is just beginning its work on an unfamiliar and/or unstructured task, its level of task-relevant knowledge and skill may rise significantly over time. Note if this is the case, and comment if you can on the group's apparent rate of learning.

Item 52

A "socially skilled" task group might be roughly summed up as one in which members are able to express what they really have to say, and listen to what other members have to say, with constructive rather than destructive effects on the well-being of the group as a performing unit. This quality may have little to do with appearing "nice" or "smooth" or even "pleasant." Nor does it mean that everyone always says everything he or she is thinking, or that trust is not an issue in the group. It does mean that people can speak up, disagree, and talk about things that are bothering them without bulldozing others, suffering in silence, or prompting repeated angry and time-consuming arguments.

Among the indicators of social skills in a group might be members' ability to share air time, their skill in drawing out reticent members, their ability to competently control those who would dominate, their ability to confront and work through disagreements without making them the main task of the group, their capacity to make adjustments in workload and deal with feelings of inequity about shares of the overall workload, and so on. In making your assessment of the level of collective social skill in the group, be sure to attend to nonverbal as well as verbal behaviors.

Item 53

It may be difficult to determine whether observed problems are the result of understaffing, or due to ineptitude or inexperience--especially when some group members are new to the group and/or its work. Try to consider the question of staffing level assuming that members have adequate task skills.

Items 55-58

These questions all touch on different aspects of the ways that individual members fit together in the group--their differences and their similarities. Read over the entire set of questions before you begin responding to them, so you do not have to repeat your answers.

Item 60

Group norms are the expectations members share about how people should behave in the group--i.e., which behaviors are approved, and which are disapproved. This definition of norms, and the discussion to follow, is based on the "return potential model" proposed by Jackson (1965), which you should review if you are not familiar with it.

As indicated by the anchors of the item, members may have clear agreements about what behaviors are approved and disapproved--in which case the group would be said to have "highly crystallized" norms for those behaviors. If there is little agreement among members about the approval or disapproval associated with certain behaviors, then the norms controlling those behaviors are weaker, and would be said to be low in crystallization.

It is important not to confuse the content of a norm with its level of crystallization. In a group with strong, highly crystallized norms supporting individuality, a member who asks what he is expected to wear to work might be considered just as "strange" as, say, someone who shows up for work in bluejeans at a Wall Street law firm.

Norms are easiest to spot when they are violated and someone is told "we don't do that here." When norms are present and effectively controlling member behavior, everyone should appear to know what to do and how to behave toward each other with little apparent uncertainty. In the latter case, the norm, though strong, may not be talked about. Indeed, some of the most important and well-crystallized norms in a group may never be talked about--precisely because they are working so well that nobody ever deviates from them and therefore the norms (and behavior controlled by them) need

never be dealt with explicitly. This can be a major problem in collecting observational data about norms, especially in relatively mature groups where behavior seems quite orderly, and you should think carefully about the issue in responding to this item.

In general, norms will be most easy to observe when (a) a group is new or new at the task and has not yet developed well-crystallized norms about work behavior, (b) group members are actively disputing what the norms of the group should be, and/or (c) the group is underbanded, membership is unstable, or people are insufficiently involved in the group to reinforce or sanction each other consistently about their behavior. Please note under "Evidence and details" the features of your group that illustrate how its norms work, and that provide the basis for your numerical assessment.

Items 61-64

The previous item focussed on the degree to which behavior generally was under normative control in the group. We turn now to questions about some specific kinds of norms that are of special interest in the planning and execution of group performance processes. Specifically, these questions address the degree to which norms support active scanning of resources and constraints (both internal and external to the group) that are relevant to how the task can or should be done; and the degree to which norms support active planning of task performance processes.

Members' support of scanning and planning activities can be expected to vary depending on their familiarity and experience with the work, and with the resources at their disposal. For certain types of groups, such as special project teams, support for scanning and planning may vary markedly over the course of work on the task. For Items 61 and 62, in particular, be sure to indicate whether members ever did any active scanning and assessment of resources and/or constraints, in addition to describing the level of verbal support for the idea you may have observed. (For Item 63, look ahead to Item 108, in which you are asked to indicate how much strategy planning the group actually did in carrying out its work.)

Some terms that will be used at several points in the Guide appear here for the first time. "Task requirements" are specific things that must or must not be done or accomplished in carrying out the work. "Constraints" are limits (usually having to do with resources, but perhaps also about authority, quality considerations, and so on)

that cannot be exceeded. "Performance processes" are the methods and procedures members use to get the work of the group done.

SECTION IV: IMPACT OF THE ORGANIZATIONAL CONTEXT (pp. 35-48)

Page 35

Be sure to examine carefully the distinction between the organizational context and the extra-organizational context that is made on page 35 of the Guide.

Section IV-A concerns the extrinsic rewards, sanctions and objectives that are provided to the group by the organization. Group members tend to engage in behaviors that are reinforced by the organization of which the group is a part. If high effort is rewarded, or if performance outcomes that require high effort are rewarded, then members should tend to work hard on the task. The specific kinds of rewards to which the group will respond cannot, of course, be generally specified: it all depends on what group members value. Moreover, specific, challenging performance objectives can induce high effort in their own right--and can amplify the effect of organizational rewards, particularly if the group has had a hand in setting these objectives. Items 65-72 address the separate facets of these issues, while Item 73 asks for your summary assessment of the reward system.

Items 65-68

These questions all ask about performance-contingent rewards and sanctions. "Performance-contingent" means that the reward or the sanction is the expression of a specific performance evaluation (whether positive or negative); if a reward or sanction is performance-contingent it is neither random nor administered to every group regardless of performance.

Items 69-70

The "organizational agents" referred to here are people acting on behalf of the organization. They are not necessarily persons who are directly "above" the group in the hierarchy of the organization.

A major point of these two questions is to determine how the organization handles goal- and objective-setting processes (i.e., the process for setting performance "targets" that the group intends to achieve and will try to achieve). Do

organizational agents deal only with particular individuals in the group, with the group as a whole, or with both (or neither)? If goals or objectives are not used in managing the group and/or its members, you would circle "no" for both Items 69 and 70, leave the sub-questions in Item 71 blank, and circle {8} for Item 72. If goals or objectives are set for the group in negotiations that involve only the group leader, then you would answer Item 70 "yes" if the leader is clearly negotiating on behalf of the group, as its representative. You would answer "no" to that item (and yes to Item 69) if the objectives being set were for the performance of the leader himself or herself (e.g., how much production he or she should "get out of the group" in the next performance period).

Item 75

This item refers to rewards or sanctions administered to the group by extra-organizational agents as a result of evaluations they made of the group's performance. The item is distinct both from Items 65-68 (which deal with reinforcements from organizational agents), and from Item 49 (which deals with direct feedback from recipients of task output). Thus, Item 75 does not deal with feedback from private individuals who use the product or service of the group; it does deal with the responses of people acting on behalf of other organizations (e.g., the Better Business Bureau, an industry federation, or a regulatory body) to the on-going performance or effectiveness of the group you are observing. The boundary between this item and Item 49, about task-related feedback, will be fuzziest for groups that have client relationships with other organizations. If this is the case for your group, explain in the space below Item 75.

Items 76-80

Questions 76, 77 and 78 ask about the organization's provision of task-relevant training and/or education for the group; questions 79 and 80 ask about task-relevant consultation. The difference is that with "training and education" the purpose is for group members themselves to acquire expertise. With "consultation" the expertise is assumed to remain with the consultant who comes in to advise or help the group with a particular piece of work (although some may "rub off" in the process of the consultation).

For a discussion of training/education/consultation provided by the organization vs. by extra-organizational agents, see the comment on Item 83 immediately below.

Item 83

This question refers only to training and/or consultation that is offered to the group at the initiative of extra-organizational agents. Examples might include a workshop offered by a national union, a professional accrediting board, or a major client organization. In some cases, agents of the group's own organization will arrange for extra-mural training, or arrange for the group to meet with outside consultants. These cases should be described under questions 76-82, not here. Other instances may not be clearly distinguishable as either organizational or extra-organizational--for example, when group members themselves take the initiative to obtain outside training or consultation. Use Item 83 to describe the fuzzy cases, including (if possible) a discussion of how the training or consultation was sought, provided and paid for.

Section IV-C (Items 84-91)

These questions address the degree to which the information system of the organization provides the group with the data members need to plan a task-appropriate group performance strategy. Items 84-88 ask about the availability of specific kinds of information the group may need for this purpose; Items 89-91 are for summary assessments.

Performance strategies are the methods the group devises for carrying out its work on the task. Strategies may address scheduling of tasks, division of labor, allocation of resources such as time and energy (e.g., by deciding which parts of the task need the most attention, or how much to stress quality vs. quantity), the ways that subtasks will be sequenced, and nuts-and-bolts decisions about exactly who is going to do what when. The hypothesis that underlies this section is that groups will have a better chance to develop strategies that are task-appropriate when they are clear about the requirements, constraints, resources, and evaluation standards the organization intends for them, and when they have access to the data they need to assess and compare alternative strategies they might adopt.

At this point, your attention is directed only to the quality of strategy-relevant data and information available to the group. You are not to evaluate here how reasonable the content of the requirements, constraints, resources and/or standards themselves are; focus only on the availability and clarity of information about them.

Item 84

"Task requirements" and "constraints" were defined earlier in this Manual (in the discussion of Items 61-64). Be sure to keep them differentiated from the goals or objectives that the group may be seeking to achieve.

For tasks that are new or that cannot be routinized, it may be impossible for organizational agents to provide much information in advance about task requirements and constraints. Such information might become available iteratively over time, as both the group and organizational agents learn more about the specifics of getting the task done. In such cases, "clear and complete" information would be limited at the start to something like "We don't know yet...part of your job will be to find out." Such an instance would probably be rated around the middle of the scale, and certainly would require a careful explanation (under "Evidence and details") of the uncertainties inherent in the task.

Item 85

"Material resources" includes money, and things that can be purchased with money such as equipment, staff services, space in which to do work, and so on.

Item 87

"Standards" refers specifically to the evaluation criteria that will be used to assess the performance of the group. Standards are more-or-less concrete (even if implicit) rating scales on which the output of the group will be measured. Standards are distinct both from "requirements and constraints" and from "goals and objectives." An objective of a group, for example, could be to exceed standard 90 per cent of the time. Or to always achieve 85 percent of standard. Objectives may be coincident with the standards of performance that will be used to assess how the group does; but standards belong to the assessors (not the group) and in many cases they will not be coincident with group goals and objectives.

Item 88

Assessing the implications of alternative performance strategies is a sophisticated activity for a group to perform. This activity may be observed only for relatively mature and/or highly self-managing groups, or for groups whose tasks require the invention of new strategies. For many groups (e.g., most manager-led groups) it is doubtful

that the organization will provide the group with the data or information it would need to test the implications or consequences of alternative strategies--simply because that is not something the group is expected (or even allowed) to do.

Highly self-managing groups, however, may undertake on their own initiative to explore alternative strategies for doing the work and may decide themselves what data they need to do that, without expecting the organization to hand them a ready-made information packet or a finished analysis of alternatives. Item 88, therefore, asks about the degree to which the organization provides the group with data (i.e., uninterpreted facts or figures) as well as with already-analyzed data that the group might need or use to make its own assessments of the likely consequences of alternative performance strategies.

Keep in mind in responding to this item that it deals only with data relevant to assessing alternative performance strategies (i.e., methods of proceeding with work on the task), not with alternative products or outputs.

Item 91

This question may be particularly pertinent for groups (a) whose performance strategies are subject to extra-organizational regulations or research (e.g., health professionals, securities analysts or airline flight crews), and/or (b) who work directly with outside clients and need considerable data from them to plan an appropriate task performance strategy.

Item 92

Coordination occurs when individuals in a group plan and carry out their own actions in accord with mutual expectations about how the work of each person contributes to the whole. How well-coordinated a group is depends on how effectively the pieces are meshed together. Coordination may be easy and spontaneous for simple physical tasks where everyone can immediately grasp what everyone else is doing (e.g., a small group painting a fence). More complex situations generally require advance planning and frequent and/or accurate communication among group members. For a good discussion of coordination, see Simon (1976), pp. 103-108.

Item 93

This question deals with members' commitment to working as a team (e.g., rather than as separate individuals). The anchor terms suggest that when team commitment is high, members will ensure that most or all members participate--for example, by scheduling meetings at times when everyone can come, or waiting to start until everyone has arrived. With high commitment there is often a "team spirit" obviously present, and ownership of the task is shared by all rather than by a subgroup.

When there is low commitment to working as a team, individual members may care more about getting the task done quickly (e.g., "out of the way") than about participation in the group, and members may be quite comfortable with wholly separate individual work on the task and/or with lopsided or contested task ownership.

Task ownership is lopsided when a subgroup does all the work and/or makes all the decisions about what should be done, while others' participation is minimal. Task ownership is contested when there are two or more "camps" vying for control over what the group does.

Item 94

This item asks for a summary assessment of the degree to which there are process-based problems that attenuate the effort the group brings to bear on its task (i.e., problems deriving from faulty coordination or low commitment to the team and its work). If there are signs of other kinds of process problems that waste or misdirect group effort, consider them in making your rating for this item--and explain them in detail in the space provided. Note: do not use this item to discuss non-process factors that may attenuate effort, such as a de-motivating task, or a group that has too many members.

Item 95

An example of process consultation dealing with coordination might be a consultant meeting with the group to discuss when in the work of the group there is wasted or duplicated activity, and helping them devise a method (e.g., a blackboard chart showing who is doing what) to overcome these difficulties.

Item 97

An example might be a consultant encouraging the group to choose and use a name for the team, to decorate its space, to enter an intramural athletic competition as a team, or other devices that could help members identify with and focus their energies on the team and/or its work.

Item 100

Another way of stating this question would be to ask what it is about a member that gets the group to pay attention to what he or she has to say. Does the group attend to people in accord with their actual expertise in the matter at hand? Or are other attributes more important--such as the member's status, how long or loud he or she talks, his or her race, gender, height, age, or yet some other characteristic?

In order to weight members' inputs in accord with the contributions they have to make, the group must have some sense of their actual expertise. You ordinarily will not have any hard measure of this, but do as best you can as a presumably objective outsider in assessing the congruence between what people in the group have to offer and the degree to which those resources are sought out and used.

Item 102

As for Item 94 (which was about process-based problems having to do with effort), use this item to make a summary assessment of process-based problems that attenuate the knowledge and skill members bring to bear on the task--and specify any other kinds of process problems that keep the group from using the full complement of talent it has among its members. Again, do not use this item to discuss non-process factors that may attenuate knowledge and skill utilization (such as the group being composed of people who do not know much about the task, or the group needing some outside training to bring members' skills up to a satisfactory level). Keep the focus here on the group process itself.

Item 103

An example might be a consultant-led session for the group in which members are helped to identify each other's special task-relevant talent or experience, and develop some heuristics for how they might most appropriately draw upon those resources in carrying out work on the task.

Item 105

An example might be a consultant-led exercise in which members identify task-relevant knowledge or skill that they do not have (but that other members do have) that they would like to learn--and then negotiate who will teach whom what by what date.

Item 108

A group may exercise a great deal of autonomy in setting its own performance strategies without ever reflecting on what it is doing or why. One committee, for example, might simply elect a chair and "automatically" use Roberts' Rules of Order for managing the decision-making process; another might explicitly discuss "How should we go about this?" and spend a quarter hour deciding whether or not to have a leader, whether to make decisions using majority rule vs. consensus, and so on. This question asks about the degree to which the group gives explicit attention to the development of its performance strategies. Note that the simple amount of time spent on the matter is not necessarily the best indication of giving the matter appropriate attention: a group that spends five minutes in an expeditious discussion of strategy for each major subtask might be judged to give more appropriate attention to strategy planning than a group that spends an hour discussing its strategy for only one of five major subtasks.

Items 109-110

If the group's performance strategies seem particularly task-appropriate, explain specifically why that is so; and if they seem particularly task-inappropriate, explain why that is so. Also, note that Item 109 concerns only the appropriateness of the performance strategies; Item 110 deals with how well the group carries out its strategies--regardless of their appropriateness.

Item 111

This item parallels Items 94 and 102 in that it is restricted to process-based difficulties (i.e., those covered in Items 108-110). Do not use this item to discuss non-process factors that may compromise the effectiveness of a group's strategies-in-use, such as inadequate prior training or insufficient strategy-relevant information from the organization.

Item 112

An example would be a meeting called by the group leader in which "brainstorming" techniques were used to generate new ideas about group performance strategy.

Item 114

An example would be a consultant interviewing group members about their perceptions of what the performance strategy requires of them, then observing members going about the work of the group, and finally meeting with the group as a whole to discuss discrepancies between what members have agreed to do and what they are actually doing.

Item 119

As an analogue to the type of member-consulting asked about here, think of a pick-up basketball team. The team's skill at coordinating and using member skills might simply reflect the average talent of the team members. But there might also be a couple of very experienced players on the pick-up team, who occasionally provide their teammates with some special coaching about better ways of playing together. It is this sort of special coaching of the team by people who have assumed positions of informal leadership within it that is addressed in this item.

SECTION VI: POTENTIAL MODERATORS (pp. 61-64)

Items 121-126

The items in this section ask you to estimate the degree to which it is possible for group performance to be affected by variations in effort, in knowledge and skill, and in performance strategy.

Sometimes constraints in the technology, in organizational policies, or in the environment powerfully restrict variation in the indicator being considered. For highly automated tasks, for example, members may have little choice about the amount of effort they expend: they simply react to machine-provided inputs at the pace set by the machine. Similarly, the effort put forth by a group of sales personnel might make little difference in sales productivity if external economic factors had caused the market for their product to disappear. On the other hand, if a team were shovelling snow on sidewalks, effort might be very important to productivity--but knowledge and skill might have little salience. And for teams whose work procedures are

completely prescribed in advance by immutable regulations, performance strategy would have little relevance to productivity. The point is that the salience of effort (or knowledge/skill, or strategy) in affecting group performance effectiveness may substantially depend on attributes of the context in which the group works.

Your description of the task of the group (see pp. 20-21 of the Guide) will provide much of the data you need to respond to these questions. Do not overlook, however, other kinds of constraints that may be present in the larger environment--such as market-determined effects on prices, on a group's supply of clients, and so on.

SECTION VII: INTERMEDIATE INDICATORS OF EFFECTIVENESS (pp. 65-66)

Items 131-136

This section consists of three pairs of questions--about effort, about knowledge and skill, and about task performance strategies. The first question in each pair is aimed at determining only how the group matches up to the organization's requirements. The second question in each pair is a measure of the group's performance relative to its own ultimate potential--regardless of organizational demands.

Be aware of alternative {8} ("Item not relevant for this group") for each item. This alternative is to be used when effort, or knowledge/skill, or strategy, is not salient in affecting how well a group performs. In making this judgment, you will want to refer back to your responses to Items 121-126 in the previous section.

SECTION VIII: EFFECTIVENESS CRITERIA (pp. 67-71)

Item 140

The dimensions referred to in this question (inclusion, control, affection) are based on Schutz's (1960) theory of interpersonal relationships. Schutz proposes that a predictable sequence of issues arises whenever two or more people develop a relationship. Initially, the parties focus on issues of inclusion (i.e., establishing the boundaries around the relationship and identifying the degree to which the parties are willing to make an initial commitment to it). Then attention turns to questions of control (i.e., identifying who will call the shots and take responsibility for what issues, and who will assume subordinate positions

for those issues). And finally the parties deal with issues of affection or liking for one another. At the end of the life of a relationship or group, the order of the sequence may be reversed as the parties prepare for termination. Groups or relationships that have a long life may, on occasion, recycle through part (or all of) the sequence. If the life of the group or relationship is short (or if the initial issues are not dealt with satisfactorily), the parties may not progress beyond the first or second stage.

In considering your response to this question, identify where in its life cycle the group is, how difficult the three kinds of issues are (e.g., inclusion will necessarily be harder for a group that must deal with transients; control will be easier in a highly structured group with pre-specified roles and hierarchical relationships), and how well the group is dealing with each of these three general issues. Overall, base your assessment on how competently members are handling questions of inclusion, control and affection given where it is in its life cycle and the objective difficulty of the issues for that group in that organization.

As there will inevitably be some level of subjectivity in your assessment, please give as much concrete evidence and detail in support of your rating as you can.

Item 141

A group that is especially competent in dealing with individual behavior problems will be able to confront an especially sensitive issue (such as feelings of significant inequities in workload or contributions to the group product) and deal with the matter in a way that neither skirts the core of the issue, diverts the group from its work for an inappropriately long time, nor creates destructive anger or hostility among group members.

Signs of less competent group behavior might be dealing with the issue very obliquely (e.g., by teasing or ostracizing a member who has behaved inappropriately), "bottling up" feelings about the behavior of the member, expressing anger or hostility to the member in ways that make the person or the behavior problem more difficult to deal with later, or flatly rejecting or excluding the person from the on-going life of the group.

Item 142

In responding to this item, once again be sensitive to where the group is in its life cycle. Bales and Strodtbeck (1951) suggest that as a group nears the end of its work, there is

an increase in the expression of both positive and negative emotions. Then, if members successfully end the group, there is a burst of positive affect about the group and its work. Moreover, there often are exaggerated expressions of positive feelings about the group very early in its life--in effect, sweeping early negative feelings under the rug.

So take care not to get misled about whether the quality of relationships in the group are improving or deteriorating by expressions of feelings about the group (or about other members) that may in fact reflect mainly a stage in the developmental history of the group.

Item 143

This question asks you to depart for a moment from your hard observational data, and to make a projection into the future. Make the projection even if there is no real chance that the members actually will work together in the future. But be very careful to say what it is that you have observed that provides the basis for the projection you make.

SECTION IX: EXPLORATORY VARIABLES (pp. 72-76)

Item 148

Only relationships between the focal group and other groups should be listed here. If the group has a relationship with an individual, that person would not be included--unless the individual were acting as the agent or representative of some group.

Item 149

A group would be said to have "power" over another if it can (a) direct the other to do something and make it stick, and/or (b) prevent the other from doing something it would otherwise do. The basis for power can range from control of resources, to holding special and needed expertise, to occupying a position in a bureaucracy that all parties accept as providing the legitimate right to give directives.

Item 153

An "individualistic" organization would be one in which most jobs are designed for and staffed by individuals who work more-or-less on their own, and in which rewards and careers are handled on an individual basis. A "group-oriented" organization would be one populated by many teams and

committees, in which rewards may be provided to teams rather than to individual team members, and in which what happens to individuals (e.g., in terms of their career) very much depends upon what happens in the groups of which those individuals are members. A "collectivistic" organization is one in which one of the most important features of organizational life is what happens to the collective itself: members get much of their work identity from their membership in the collective, and care a great deal (perhaps for ideological reasons) about what happens to the collective. (In considering whether or not an organization is "collectivistic" in character, make sure that the collective is really central to members' consciousness--that it is not just an ideological veneer over a more individual- or group-oriented organization.) Finally, many organizations are "mixed" in orientation--such as a law or consulting firm in which most work is done in project teams, but in which people compete vigorously and on an individual basis for scarce rewards and promotions (such as becoming a partner in the firm).

Item 155

This question deals with the characteristics of the organization as a context for people--not with how happy or satisfied the people themselves are. Keep the focus of your thinking here on the attributes of the context itself. Thus, you will want to attend to the actual behaviors of people who act on behalf of the organization, and on the structures and systems that typify the organization. If organizational agents are often hostile and condemning of people, and have been known to fire people on a moment's notice, then you would rate the organization toward the "hostile and alienating" end of the scale--even if there were few signs that people were actively upset by what transpires in the organization. On the other hand, if the agents of the organization (and its operating structures and systems) provide members with a great deal of support and security, you would make your rating on that end of the scale--even if people were not demonstrably joyous about those organizational attributes.

SECTION X: SUMMARY COMMENTS (p. 77)

Please take care with your typed narrative: it is important to round out the picture of the group that is drawn. The Guide focusses on characterizing the group as a performance system, via a particular set of conceptual lenses. Your narrative provides an opportunity to discuss the group, and life within it, using other lenses--and thereby to capture important aspects of reality that might otherwise be missed.

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Notes for the Revision of this Manual

WORK TEAM INTERVIEW GUIDE

J. Richard Hackman
Yale University
January, 1982

GENERAL INFORMATION:

1. Interviewer name: _____
2. Organization and department: _____
3. Group identification (be specific): _____
4. Interviewee name: _____
5. Interviewee special role or job, if any: _____
6. Date and place of interview: _____
7. Make and model of tape recorder (Note: set counter to 000) _____
- 8a. Time interview begun (start of instructions): _____
- 8b. Time interview ended: _____
- 8c. Duration in minutes (8b minus 8a): _____

TO THE INTERVIEWER:

In the space below each question record (briefly but legibly) the key points made by the respondent. When he or she says something quotable or particularly important, note the tape recorder counter number in the left-hand margin and circle it.

After covering the interview questions for each concept, feel free to follow up on interesting or provocative things that may have been said, and probe for any additional views he or she may have about the concept.

Then, when you feel ready to do so, make your own summary inference about the concept based only on what the respondent has said. Record your inference by circling the appropriate number for the summary question at the end of each section. Do not ask the interviewee to make this rating; it should be your own, private inference.

You will need to be very familiar with the theoretical concepts to conduct this interview. If you feel shaky, review the Observer's Guide and its accompanying Manual (where all concepts are operationalized) before the interview.

INSTRUCTIONS (Ad lib as appropriate)

As you know, we are here to learn as much as we can about how groups operate in organizations. What people like about being in them. What they don't like. What makes them effective, or ineffective. How they fit with the rest of the organization. And so on.

My hope is that today we can draw on your experience in your group to learn some things about that group--and about groups in general. I'd like to hear how your group usually operates, the kind of work it does, how it fits with other people and groups that do other things in the organization, and so on.

Now, I have some specific questions I hope you'll be willing to discuss with me, but first let's take a minute to review the purposes of the study we are doing, and to make sure that you are comfortable talking with me today.

1. Review one-page study description.
2. Emphasize voluntary participation and anonymity/confidentiality.
3. Secure commitment to participate if it is given freely.
4. Explain tape recorder, and turn it on. (Make sure counter is at 000)

Let me suggest a way we might proceed. I'd like to get information about your group that is as specific and as concrete as possible. Therefore, I would like to mention some kinds of issues that sometimes come up when groups do work, and ask you to tell me about a specific time when your group dealt with each issue.

For example, I might ask you to think of a time when your group performed especially well, did a really super job on something.

You could respond by telling me as much as you remember about that time: what the work was that you were doing, what the group did, what happened afterwards, and anything else that comes to mind about that particular event.

If I ask you about something that never happened, you can just tell me that and we can go on. Or, if you like, you can speculate about what would transpire if the matter ever did come up. Or you can suggest why that kind of thing does not happen in your group.

Do you understand how it will work? Do you have any questions about the procedure? Shall we begin?

List below, briefly, any special concerns or questions the interviewee had in response to the instructions.

INTERVIEW QUESTIONS

Note: If time is tight, you can save some by asking only two of the questions in three-question sections. Always ask the first one (e.g., Question B1 in Section B), and then select one of the next two (e.g., either Question B2a or B2b).

If for any reason you do not ask a question, write "Not Asked" in the margin by the question. If you do not get enough information to make a reasonable summary assessment for one of the concepts, circle alternative [9]. If the concept is not relevant for the group, circle alternative [8], and explain why the concept is irrelevant.

0. Warm-up Questions (Use information you get in response to these questions to inform your later ratings as appropriate.)

01. Tell me about a time when it was lots of fun working in this group.

02. Tell me about a time when being in this group was really upsetting to you.

A. Motivational Structure of the Group Task

A1. Tell me about a time when everybody in the group got really involved in work on the group task, and tried especially hard to do a good job on it.

A2. Tell me about a time when everybody in the group got really bored with the group task, and found it hard to generate much energy for doing the work.

A3. Overall, based only on the interviewee's responses, to what extent would you infer that the group task is high in built-in motivating potential? [Circle one]

[1] The task is actively demotivating to the group

[2]

[3] It provides neither special motivational incentives, nor special disincentives

[4]

[5] The task provides many significant motivational incentives to the group

[8] Item not relevant for this group (explain)

[9] Insufficient evidence to rate

B. Composition of the Group

B1. Tell me about a time when you felt that the members of the group just didn't have enough knowledge or skill to do the task well.

B2a. Tell me about a time when you felt the make-up of the group--the mix of members, how similar or different they are to one another--was just right for carrying out your work.

B2b. Tell me about a time when you felt the group was the wrong size (either too large, or too small) for what it had to accomplish. [Probe: if respondent discussed too large, ask about too small and vice-versa.]

B3. Overall, based only on the interviewee's responses, to what extent does the group have the right number of people and the right mix of skills for good group performance?

- [1] Very badly composed, given the work to be accomplished
- [2]
- [3] Neither particularly well composed nor badly composed
- [4]
- [5] Very well composed, given the work to be accomplished
- [6] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

C. Existence of Behavioral Norms

C1. Tell me about a time when behavior in the group was especially orderly--that is, it was very clear what people expected each other to do, and everybody did what was expected of them.

C2. Tell me about a time when behavior in the group was especially unpredictable--that is, what people expected each other to do seemed to change from minute to minute.

C3. Overall, based only on the interviewee's responses, to what extent does the group have well-crystallized behavioral norms?

- [1] Not at all: anarchy prevails internally
- [2]
- [3] Moderately, or vacillation between order and chaos
- [4]
- [5] Substantially: expectations are clear and adhered to
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

D. Normative Support for Strategy-Mapping

D1. Tell me about a time when your group deliberately took some time away from actual task work to consider new or better ways of proceeding with the work.
[Probe: When in the life history of the group did this happen?]

D2a. Tell me about a time when the group should have checked some things out before charging ahead with the work—but you didn't, and it caused problems later. [Probe: What things should have been checked out? What kinds of problems?] [Note: If clarification is required, suggest task requirements; constraints on resources, authority or time; performance goals, objectives or standards; etc.]

D2b. Tell me about a time when the group explicitly discussed which members were better-prepared to do different parts of the task.

D3. Overall, based only on the interviewee's responses, to what extent is there normative support in the group for scanning and assessing the task and environment, and for explicit strategy-mapping activities?

- [1] None; indeed, norms are in the opposite direction
- [2]
- [3] Moderate support
- [4]
- [5] Substantial support
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

E. Reward System Supports

- E1. Tell me about a time when the group got some kind of special reward or recognition from management because it had performed particularly well.
- E2a. Tell me about a time when the group should have gotten some kind of reward or recognition from management—but it didn't.
- E2b. Tell me about a time when the group failed to meet some performance goal or target: What went wrong, and what were the consequences?
- E3. Overall, based only on the interviewee's responses, to what extent do extrinsic rewards (and/or performance goals/objectives) provided by organizational agents encourage hard and effective work on the group task?
- [1] Not at all; indeed, the reward system provides disincentives for effective group work
 - [2] No salient incentives or disincentives
 - [3] Slightly; small or occasional incentives
 - [4] Moderately
 - [5] Substantially; incentives are clear and powerful
 - [8] Item not relevant for this group (explain)
 - [9] Insufficient evidence to rate

F. Educational System Supports

- F1. Tell me about a time when your group needed some special training or consultation about how to do certain parts of the task, but nobody in the organization was available to teach you (or show you) what you needed to know.
- F2. Tell me about a time when your group's performance improved because someone in the organization taught you (or showed you) some things about the task work that group members had not known before.

F3. Overall, based only on the interviewee's responses, to what extent do organizational agents provide the group with adequate task-relevant education, training and technical consultation?

- [1] Not at all; inadequate to maintain or develop task-relevant knowledge and skill in the group
- [2]
- [3] Moderately adequate
- [4]
- [5] Substantially: fully adequate to maintain and develop task-relevant knowledge and skill in the group
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

G. Information System Supports

G1. Tell me about a time when the group ran into problems because you were not told things you needed to know about task requirements or performance objectives. [Probe: About who would receive or assess your work? About the resources available for your use in doing the work?]

G2. Tell me about a time when someone in the organization gave your group some data or information that turned out to be especially helpful in deciding how to plan and execute your work on the group task.

G3. Overall, based only on the interviewee's responses, to what extent do organizational agents provide the group with the data and information it needs to develop task performance strategies that are as appropriate and realistic as possible?

- [1] Information is incomplete and inadequate
- [2]
- [3] Information is partially complete and/or of mixed quality
- [4]
- [5] Information is complete, in a form useable by the group, and unambiguous
- [8] Item not relevant for this group (explain).
- [9] Insufficient evidence to rate

H. Managerial or Consultative Assistance with Team Process

- H1. Tell me about a time when a manager (or organizational consultant) gave your group some ideas or assistance that helped members work together better as a team. [Note: Clarify, if necessary, to keep the focus on inter-member relations and team processes.]
- H2. Tell me about a time when group members could have used some assistance in figuring out how to work together more effectively--but you did not get the help you needed. [Probe: Who should have provided the help? Why didn't they? What happened instead?]
- H3. Overall, based only on the interviewee's responses, to what extent does the group receive competent assistance in improving how its members function as a task-oriented team?
- [1] No such assistance is received by the group or available to it
 - [2] Occasional process assistance is received and/or the assistance is of dubious quality
 - [4]
 - [5] Competent assistance is regularly received and/or is readily available
 - [3] Item not relevant for this group (explain)
 - [9] Insufficient evidence to rate
- I. Democratic Managerial Style
- [Note: These questions refer to the "group leader," defined as the person with the most immediate or direct hierarchical responsibility for the group (regardless of whether he or she is located within the group, on its boundary, or outside the group). Use the accepted local title of the person in place of the word "supervisor" in asking the questions.]
- I1. Tell me about a time when your supervisor went out of his or her way to consult with you ahead of time about a decision that would affect your group or its work.
- I2. Tell me about a time when your supervisor decided something on his or her own that you thought the group should have decided--or at least should have been consulted about.

I3. Overall, based only on the interviewee's responses, what is the characteristic style of the group leader?

- [1] Highly autocratic, directive, and/or authoritarian
- [2]
- [3] Mixed, flexible, inconsistent, and/or unclear
- [4]
- [5] Participative, democratic and/or consultative
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

J. Material Resources

J1. Tell me about a time when you needed something special (examples: tools, equipment, money, staff time, space) to do your work, and you found it easy to get what you needed.

J2. Tell me about a time when your work as a group suffered because you could not get the things you needed to use in doing the work.

J3. Overall, based only on the interviewee's responses, to what extent are material resources sufficient for good group performance?

- [1] Resources are wholly inadequate
- [2]
- [3] Resources are marginally adequate
- [4]
- [5] Resources are fully adequate
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

K. Intergroup Relations

K1. Tell me about a time when your work as a group suffered because of problems you were having with some other group (either within or outside the organization).

K2. Tell me about a time when your group had a particularly satisfying exchange or encounter with some other group.

K3. Overall, based only on the interviewee's responses, to what extent are relations between the focal group and other groups healthy and mutually productive?

- [1] Intergroup relations are filled with conflict and miscommunication
- [2]
- [3] Intergroup relations are of mixed quality, or are not salient for the focal group
- [4]
- [5] Intergroup relations are healthy and mutually productive
- [6] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

L. Productive Effectiveness

L1. Tell me about a time when your group's performance exceeded the standards or expectations of the people who receive or review your work.

L2. Tell me about a time when your group's performance fell below the standards or expectations of the people who receive or review your work.

L3. Overall, based only on the interviewee's responses, to what extent does the productive output of the group meet the standards or expectations (regarding either quantity or quality) of the people who receive and/or review it?

- [1] Output is far below quantity and/or quality standards
- [2]
- [3] Output is about at quality and/or quantity standards
- [4]
- [5] Output is far above quantity and/or quality standards
- [6] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

M. Social Health of Group

M1. Tell me about a time when relationships within the group got so bad that they interfered with the members' ability to work together competently on the task.

M2. Tell me about a time when the group "clicked"--when members got along beautifully together, and worked especially well as a team.

M3. Overall, based only on the interviewee's responses, do group processes enhance or depress the capability of members to work together on subsequent team tasks?

- [1] Marked depression of capability
- [2]
- [3] No impact on performance capability
- [4]
- [5] Marked enhancement of capability
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

N. Well-being of Individual Members

N1. Tell me about a time when being in this group provided one of its members the chance to get something, or do something, that met his or her special, personal, needs or desires.

N2. Tell me about a time when being in this group made it impossible for some member to get something (or do something) that he or she especially wanted for personal reasons.

N3. Overall, based only on the interviewee's responses, does the group experience serve more to satisfy or to frustrate members in achieving their personal goals and satisfying their personal needs?

- [1] The group frustrates most members in personal goal achievement and/or need satisfaction
- [2]
- [3] Moderate or mixed (e.g., some members find the group quite satisfying; others do not)
- [4]
- [5] The group helps most members achieve their personal goals and/or satisfy their personal needs
- [8] Item not relevant for this group (explain)
- [9] Insufficient evidence to rate

Wrap-up of Interview

What other issues come to mind as you think about your work group--things we have not talked about that would help me understand it better?

Overall, what would you say was the single "best thing" about this group?

Overall, what would you say was the single "worst thing" about it?

Express thanks, re-emphasize confidentiality and anonymity, and review the arrangements that have been made for feedback to group members

Remember to note the time the interview ended on the first page of this Guide.

Then, after the interviewee has departed, complete the following summary questions.

W1. How complete were the interviewee's responses? [Circle the appropriate number.]

- [1] Only the bare facts
- [2]
- [3] Full responses, but little volunteered
- [4]
- [5] Gave much more information than asked
- [9] Uncertain

W2. How perceptive and thoughtful were the interviewee's responses?

- [1] Seemed oblivious to what is going on in the group and/or could not comprehend what was being asked
- [2]
- [3] Occasional signs of special understanding or insight
- [4]
- [5] Responses were highly perceptive and insightful
- [9] Uncertain

W3. How honest and forthcoming did the responses of the interviewee seem?

- [1] May have lied a lot
- [2]
- [3] Seemed straight
- [4]
- [5] Unusually frank and candid
- [9] Uncertain

W4. How much rapport did you feel with the interviewee?

- [1] The interview was especially strained and uncomfortable
- [2]
- [3] Neither particularly strained nor particularly comfortable
- [4]
- [5] The interview was especially relaxed and comfortable

W5. How much prior familiarity with the work group did you have prior to the interview?

- [1] None: started from ground zero
- [2]
- [3] Some information from prior observations and/or other interviews
- [4]
- [5] A great deal: had rich and detailed data from other sources

W6. In the space below, please describe any special circumstances or constraints that may have affected the quality or the completeness of the data obtained in the interview. Include any general impressions you developed that are not adequately covered in the interview protocol.

WORK TEAM QUESTIONNAIRE

This questionnaire was developed as part of a study being conducted at Yale University and the University of Michigan about work teams and how people react to them. The purpose of the project is to find out what factors are most important in affecting how well a group performs its work, and how much people enjoy being a member of the group.

Your responses to the questionnaire will be kept completely confidential, and you will not be identified in any report of the research. If for any reason you would prefer not to complete the questionnaire, simply return it blank. No one but a member of the research team will know. It is completely up to you.

We hope, of course, that you will decide to participate, and that you will answer each item as frankly as possible. It should take you about twenty minutes to complete the questionnaire.

Thank you for your cooperation.

J. Richard Hackman
Yale School of Organization and Management
Box 1A, Yale Station
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(203) 436-1115

SECTION ONE

Listed below are a number of statements that could describe a work group or team.

You are to indicate whether each statement is an *accurate* or an *inaccurate* description of *your* work team.

Please try to be as objective as you can in deciding how accurately each statement describes your group—regardless of whether you like or dislike being a member of the group.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your work team?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- _____ 1. We clearly are a team of people with a shared task to perform—not a collection of individuals who have their own particular jobs to do.
- _____ 2. It is easy for our group to tell whether we are doing a good job or a bad job.
- _____ 3. Our group task is so cut and dried that we have little chance to make decisions about how we do it.
- _____ 4. Our group has clear standards for the behavior of group members.
- _____ 5. Our group is the right size to do our work well.
- _____ 6. Our group has the right mix of people needed to do our work well.
- _____ 7. Our team merely carries out work; other people in the organization decide what is to be done and how it is to be done.
- _____ 8. Our group task is engaging and involving.
- _____ 9. There is a lot of "jockeying" for position in our group.
- _____ 10. The work our group does is meaningful and important.
- _____ 11. It is clear in our group what is acceptable behavior, and what is not acceptable.
- _____ 12. For some of our group tasks, we never find out how well we have performed.
- _____ 13. Behavior in our group is very orderly—it is clear what members are expected to do, and they do it.
- _____ 14. Our team has the authority to manage our work pretty much the way we want to.
- _____ 15. The way our group task is set up makes it hard for us to generate much excitement about doing it.
- _____ 16. Some people in our work group do not have enough knowledge or skill to do their part of the group task.
- _____ 17. Members of our group must use a number of complex and high level skills to get our work done.

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- _____ 18. People who receive our product or service let us know what they think of it.
 _____ 19. There is a lot of room for initiative and judgment in the kind of work we do.
 _____ 20. Certain individuals in our group are not able to work well in a team.
 _____ 21. What people in our group expect other people to do seems to change from minute to minute.
 _____ 22. We receive many "clues" about how well we are performing as we carry out our work on the group task.
 _____ 23. Members of our group have ample experience and expertise for doing the work of the group.

Here are two additional questions about your work group. Please put an "X" in the box that you believe is most accurate.

24. The size of our work group is . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7
Too Small			About Right		Too Large	

25. The people in our work group are . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7
Too Different From One Another			About Right		Too Similar To One Another	

SECTION TWO

Here are some statements that deal with the relationship between your group and the rest of the organization.

Once again, you are to indicate whether each statement is an *accurate* or *inaccurate* description of the way things are in your organization.

Write a number in the blank beside each statement, based on the following scale:

*How accurate is the statement in describing your
work team and the organization where it operates?*

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- _____ 1. Management goes out of its way to show appreciation for especially good performance by work groups in this organization.
- _____ 2. Our group is very dependent on other groups to get our own work done.
- _____ 3. It is hard, in this organization, to get the instruction or technical assistance our team needs to resolve task-related problems.
- _____ 4. Relationships between our group and other groups in the organization are generally good.
- _____ 5. Our team gets all the information we need to plan a good way of proceeding with our work.
- _____ 6. Our work group is not given any particular performance "targets" to aim for.
- _____ 7. When we have problems working together as a team, there is no one we can turn to for help.
- _____ 8. The physical place where we do our work is not adequate for what we have to do.
- _____ 9. The information we receive about which performance goals are especially important (and which are not) is clear and complete.
- _____ 10. If our team needs some training or technical consultation to deal with a work-related problem, it is readily available to us.
- _____ 11. Our group frequently works with people or groups from other parts of this organization.
- _____ 12. Our team has all the resources (that is, the things we use in carrying out the work) that we need to perform well.
- _____ 13. Our group has to deal with task problems for which we have not had sufficient training.
- _____ 14. Good team performance pays off in this organization.
- _____ 15. The requirements and constraints within which our team must operate are obscure and hard to figure out.

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- _____ 16. The supervisor or manager responsible for our group has a participative or "democratic" style.
- _____ 17. A group that does a good job in this organization does not get any special rewards or recognition.
- _____ 18. If our team does not know something it needs to know to do its work, there are people available to teach us or help us.
- _____ 19. It often is hard for our team to figure out just what management's real expectations and priorities are for our work.
- _____ 20. It is hard for our team to do a good job because we do not have all the materials, supplies or equipment we need to perform our task.
- _____ 21. Our group frequently works with people or groups from outside this organization.
- _____ 22. The supervisor or manager of our group rarely consults with us about decisions that affect our group and its work.
- _____ 23. Our team receives clear and complete information about what resources (such as materials, money, staff time) are available for us to use in our work.
- _____ 24. There is a lot of conflict between our work group and other groups we have to deal with.
- _____ 25. We are encouraged to set clear group performance goals or objectives.
- _____ 26. Our supervisor or manager gives us lots of good ideas for improving how we work as a team.
- _____ 27. Our group works mostly by itself—we have little contact with other people or groups.
- _____ 28. When we need something to use in doing our work, we usually can get it.

SECTION THREE

Here are some statements that describe how people may work together within a group.

Please indicate whether each statement is an *accurate* or an *inaccurate* description of how your group functions.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your own work team?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- ___ 1. People in our team share their special knowledge and expertise with one another.
- ___ 2. There is a lot of unpleasantness among people in our group.
- ___ 3. When a non-routine matter comes up in our work, we are quite adept at inventing new ways to handle the situation.
- ___ 4. Some individuals in our group do not pull their share.
- ___ 5. People are able to work together in our team even if they do not particularly like one another.
- ___ 6. People with more status or popularity in our group have more "say" about our task—even if they are not the most knowledgeable.
- ___ 7. People in our group often act as if the group is keeping them from achieving their personal goals and objectives.
- ___ 8. There is virtually no wasted effort in our group.
- ___ 9. Every time our group attempts to straighten out someone whose behavior is not acceptable, things seem to get worse rather than better.
- ___ 10. Everyone in our work team cares about the group, and works to make it one of the best.
- ___ 11. Our team almost never experiments with alternative ways we might carry out our work.
- ___ 12. Relationships among people in our group have been getting better lately.
- ___ 13. If someone in our team has some special knowledge about how to perform the group task, he or she is not likely to tell the other members about it.
- ___ 14. Whenever we attempt to make a decision in our group, we spend far too much time talking or arguing.
- ___ 15. Our team is highly imaginative in thinking about new or better ways we might perform our task.

SECTION FOUR

Here are some suggestions that someone might make about how your group should operate. If these suggestions were made in your group, would you *approve* or *disapprove* of them?

Write a number in the blank beside each statement, based on the following scale:

*Would you approve or disapprove of the suggestion
if it were made in your own work team?*

1	2	3	4	5	6	7
Strongly Disapprove	Disapprove	Slightly Disapprove	Neutral	Slightly Approve	Approve	Strongly Approve

- _____ 1. Our group should study in detail any new task before starting work on it.
- _____ 2. Our group should not talk about differences in what various members have to contribute to the task.
- _____ 3. Our group should openly discuss how much effort we are willing to put into various parts of the work.
- _____ 4. Our group should check out the resources (such as money, materials, staff time) we have at our disposal before starting actual work on the group task.
- _____ 5. Our group should plunge in immediately with work on a task without spending too much time beforehand planning what we will do.
- _____ 6. Our group should set aside some time now and then to try to invent new and better ways of proceeding with our work.
- _____ 7. Our group should actively search for information about rules or requirements that might affect how we should go about our work.
- _____ 8. Our group should review the task-relevant talent and experience of each member before deciding how we will proceed with our work.

SECTION FIVE

Here are some statements that might be made about how your group performs.

Please indicate whether each statement is an *accurate* or an *inaccurate* description of your group.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your own work team?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- ___ 1. Our team works hard enough to get the task done well.
- ___ 2. Our team applies enough knowledge and skill to our work to get the task done well.
- ___ 3. The way we proceed with our work is fully appropriate for the tasks we have to do.
- ___ 4. We sometimes are told that our team does not produce enough work.
- ___ 5. We sometimes are told that the quality of the work we produce is not satisfactory.
- ___ 6. Our team could put substantially more effort into our work than we do at present.
- ___ 7. The methods and procedures we use in working together are just right for the tasks we have to perform.
- ___ 8. Our team could bring more knowledge and skill to bear on the group task than we do at present.
- ___ 9. The people who receive or review our work let us know that they like what we do.
- ___ 10. At times it seems as if our group is headed in the wrong direction—that is, our approach to the task is not quite what is needed.
- ___ 11. Members of our team exhibit a great deal of skill in working on our group tasks.
- ___ 12. Members of our team work very hard to accomplish the tasks we are supposed to complete.

SECTION SIX

Now please indicate how you *personally* feel about your job.

Each of the statements below is something that a person might say about his or her job. You are to indicate your own personal *feelings* about your job by marking how much you agree with each of the statements.

Write a number in the blank for each statement, based on this scale:

How much do you agree with the statement?

1	2	3	4	5	6	7
Disagree Strongly	Disagree	Disagree Slightly	Neutral	Agree Slightly	Agree	Agree Strongly

- _____ 1. My opinion of myself goes up when I do this job well.
- _____ 2. Generally speaking, I am very satisfied with this job.
- _____ 3. I feel bad and unhappy when I discover that I have performed poorly on this job.
- _____ 4. I frequently think of quitting this job.
- _____ 5. My own feelings generally are not affected much one way or the other by how well I perform this job.
- _____ 6. I am generally satisfied with the kind of work I do in this job.
- _____ 7. I feel a great sense of personal satisfaction when I do this job well.

SECTION SEVEN

Now please indicate how *satisfied* you are with each aspect of your job listed below. Once again, write the appropriate number in the blank beside each statement.

How satisfied are you with this aspect of your job?

1	2	3	4	5	6	7
Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Extremely Satisfied

- ___ 1. The people I talk to and work with on the job.
- ___ 2. The feeling of worthwhile accomplishment I get from doing my job.
- ___ 3. The amount of support and guidance I receive from my supervisor or manager.
- ___ 4. How secure things look for me in the future in this organization.
- ___ 5. The amount of challenge in my job.
- ___ 6. The chance to help other people while at work.
- ___ 7. The amount of pay and fringe benefits I receive.
- ___ 8. The amount of independent thought and action I can exercise in my job.
- ___ 9. The degree of respect and fair treatment I receive from my supervisor or manager.
- ___ 10. The chance to get to know other people while on the job.
- ___ 11. The degree to which I am fairly paid for what I contribute to this organization.
- ___ 12. The amount of job security I have.
- ___ 13. The overall quality of the supervision and management I receive in my work.
- ___ 14. The amount of personal growth and development I get in doing the job.

SECTION EIGHT

Biographical Background

1. Sex: Male _____ Female _____
2. Age:
_____ under 20 _____ 40-49
_____ 20-29 _____ 50-59
_____ 30-39 _____ 60 or over
3. Education:
_____ Grade school
_____ Some high school
_____ High school degree
_____ Some business college or technical school experience
_____ Some college experience (other than business or technical school)
_____ Business college or technical school degree
_____ College degree
_____ Master's or higher degree
4. How long have you been a member of your present work team?
_____ Less than three months _____ Between one and two years
_____ 3-5 months _____ Between two and four years
_____ 6-12 months _____ Four years or more
5. How long have you been a member of this organization?
_____ Less than 6 months _____ 5-8 years
_____ 6-12 months _____ 9-16 years
_____ 1-2 years _____ 17-24 years
_____ 3-4 years _____ 25 years or more
6. What is your brief job title? (optional)

7. What is your name? (optional)

Guide to the Work Team Questionnaire
May 1980 Version

Richard Hackman
Yale University

SECTION ONE (Design of the Group as a Performing Unit)

Motivational Structure of the Group Task

(Task Meaningfulness Items)

1. We clearly are a team of people with a shared task to perform—not a collection of individuals who have their own particular jobs to do.

17. Members of our group must use a number of complex and high level skills to get our work done.

10. The work our group does is meaningful and important.

(Task Autonomy Items)

7. Our team merely carries out work; other people in the organization decide what is to be done and how it is to be done.

14. Our team has the authority to manage our work pretty much the way we want to.

19. There is a lot of room for initiative and judgment in the kind of work we do.

3. Our group task is so cut and dried that we have little chance to make decisions about how we do it.

(Task Feedback Items)

12. For some of our group tasks, we never find out how well we have performed.

22. We receive many "clues" about how well we are performing as we carry out our work on the group task.

2. It is easy for our group to tell whether we are doing a good job or a bad job.

18. People who receive our product or service let us know what they think of it.

(Summary Items)

15. The way our group task is set up makes it hard for us to generate much excitement about doing it.

8. Our group task is engaging and involving.

Group Composition

16. Some people in our work group do not have enough knowledge or skill to do their part of the group task.

6. Our group has the right mix of people needed to do our work well.

5. Our group is the right size to do our work well.

23. Members of our group have ample experience and expertise for doing the work of the group.

20. Certain individuals in our group are not able to work well in a team.

Existence of Behavioral Norms (See Also Section Four)

11. It is clear in our group what is acceptable behavior, and what is not acceptable.

9. There is a lot of "jockeying" for position in our group.

13. Behavior in our group is very orderly--it is clear what members are expected to do, and they do it.

21. What people in our group expect other people to do seems to change from minute to minute.

4. Our group has clear standards for the behavior of group members.

* * * *

Here are two additional questions about your work group. Please put an "X" in the box that you believe is most accurate.

(Note: seven boxes are to be drawn equally spaced across the page. The first tag is to be under the left-hand box, the second one under the middle box, and the third one under the right hand box.)

24. The size of our work group is...

Tags: Too small/About right/Too large

25. The people in our work group are...

Tags: Too different from one another/About right/Too similar to one another.

SECTION TWO (Organizational Supports for Team Performance)

Reward System

- 6. Our work group is not given any particular performance "targets" to aim for.
- 17. A group that does a good job in this organization does not get any special rewards or recognition.
- 25. We are encouraged to set clear group performance goals or objectives.
- 1. Management goes out of its way to show appreciation for especially good performance by work groups in this organization.
- 14. Good team performance pays off in this organization.

Education System

- 13. Our group has to deal with task problems for which we have not had sufficient training.
- 10. If our team needs some training or technical consultation to deal with a work-related problem, it is readily available to us.
- 3. It is hard, in this organization, to get the instruction or technical assistance our team needs to resolve task-related problems.
- 18. If our team does not know something it needs to know to do its work, there are people available to teach us or help us.

Information System

- 9. The information we receive about which performance goals are especially important (and which are not) is clear and complete.
- 19. It often is hard for our team to figure out just what management's real expectations and priorities are for our work.
- 15. The requirements and constraints within which our team must operate are obscure and hard to figure out.

23. Our team receives clear and complete information about what resources (such as materials, money, staff time) are available for us to use in our work.

5. Our team gets all the information we need to plan a good way of proceeding with our work.

Managerial Support for Team

26. Our supervisor or manager gives us lots of good ideas for improving how we work as a team.

7. When we have problems working together as a team, there is no one we can turn to for help.

22. The supervisor or manager of our group rarely consults with us about decisions that affect our group and its work.

16. The supervisor or manager responsible for our group has a participative or "democratic" style.

Resource Availability

12. Our team has all the resources (that is, the things we use in carrying out the work) that we need to perform well.

8. The physical place where we do our work is not adequate for what we have to do.

20. It is hard for our team to do a good job because we do not have all the materials, supplies or equipment we need to perform our task.

28. When we need something to use in doing our work, we usually can get it.

Inter-group Relations

4. Relationships between our group and other groups in the organization are generally good.

24. There is a lot of conflict between our work group and other groups we have to deal with.

21. Our group frequently works with people or groups from outside this organization.

11. Our group frequently works with people or groups from other parts of this organization.

27. Our group works mostly by itself--we have little contact with other people or groups.

2. Our group is very dependent on other groups to get our own work done.

SECTION THREE (Task and Interpersonal Processes within the Team)

Quality of Task Processes

(Effort-related Items)

4. Some individuals in our group do not pull their share.

10. Everyone in our work team cares about the group, and works to make it one of the best.

8. There is virtually no wasted effort in our group.

(Knowledge and Skill-related Items)

1. People in our team share their special knowledge and expertise with one another.

6. People with more status or popularity in our group have more "say" about our task—even if they are not the most knowledgeable.

13. If someone in our team has some special knowledge about how to perform the group task, he or she is not likely to tell the other members about it.

(Strategy-related Items)

3. When a non-routine matter comes up in our work, we are quite adept at inventing new ways to handle the situation.

15. Our team is highly imaginative in thinking about new or better ways we might perform our task.

11. Our team almost never experiments with alternative ways we might carry out our work.

Quality of Interpersonal Relationships

2. There is a lot of unpleasantness among people in our group.

9. Every time our group attempts to straighten out someone whose behavior is not acceptable, things seem to get worse rather than better.

12. Relationships among people in our group have been getting better lately.

5. People are able to work together in our team even if they do not particularly like one another.

14. Whenever we attempt to make a decision in our group, we spend far too much time talking or arguing.

7. People in our group often act as if the group is keeping them from achieving their personal goals and objectives.

SECTION FOUR (Direction of Group Norms)

Norms About Strategy Mapping

1. Our group should study in detail any new task before starting work on it.

2. Our group should not talk about differences in what various members have to contribute to the task.

3. Our group should openly discuss how much effort we are willing to put into various parts of the work.

4. Our group should check out the resources (such as money, materials, staff time) we have at our disposal before starting actual work on the group task.

5. Our group should plunge in immediately with work on a task without spending too much time beforehand planning what we will do.

6. Our group should set aside some time now and then to try to invent new and better ways of proceeding with our work.

7. Our group should actively search for information about rules or requirements that might affect how we should go about our work.

8. Our group should review the task-relevant talent and experience of each member before deciding how we will proceed with our work.

SECTION FIVE (Perceptions of Performance)

Intermediate Criteria of Effectiveness

(Effort-related Criteria)

1. Our team works hard enough to get the task done well.

6. Our team could put substantially more effort into our work than we do at present.

12. Members of our team work very hard to accomplish the tasks we are supposed to complete.

(Knowledge and Skill-related Criteria)

- 2. Our team applies enough knowledge and skill to our work to get the task done well.
- 8. Our team could bring more knowledge and skill to bear on the group task than we do at present.
- 11. Members of our team exhibit a great deal of skill in working on our group tasks.

(Strategy-related Criteria)

- 3. The way we proceed with our work is fully appropriate for the tasks we have to do.
- 10. At times it seems as if our group is headed in the wrong direction--that is, our approach to the task is not quite what is needed.
- 7. The methods and procedures we use in working together are just right for the tasks we have to perform.

Performance Effectiveness

- 4. We sometimes are told that our team does not produce enough work.
- 5. We sometimes are told that the quality of the work we produce is not satisfactory.
- 9. The people who receive or review our work let us know that they like what we do.

SECTION SIX (General Satisfaction and Motivation)

General Satisfaction

- 2. Generally speaking, I am very satisfied with this job.
- 4. I frequently think of quitting this job.
- 6. I am generally satisfied with the kind of work I do in this job.

Internal Work Motivation

- 1. My opinion of myself goes up when I do this job well.
- 7. I feel a great sense of personal satisfaction when I do this job well.
- 3. I feel bad and unhappy when I discover that I have performed poorly on this job.

5. My own feelings generally are not affected much one way or the other by how well I perform this job.

SECTION SEVEN (Specific Satisfaction)

Security Satisfaction

12. The amount of job security I have.

4. How secure things look for me in the future in this organization.

Pay Satisfaction

7. The amount of pay and fringe benefits I receive.

11. The degree to which I am fairly paid for what I contribute to this organization.

Social Satisfaction

1. The people I talk to and work with on the job.

10. The chance to get to know other people while on the job.

6. The chance to help other people while at work.

Supervision Satisfaction

9. The degree of respect and fair treatment I receive from my supervisor or manager.

3. The amount of support and guidance I receive from my supervisor or manager.

13. The overall quality of the supervision and management I receive in my work.

Growth Satisfaction

14. The amount of personal growth and development I get in doing the job.

2. The feeling of worthwhile accomplishment I get from doing my job.

8. The amount of independent thought and action I can exercise in my job.

5. The amount of challenge in my job.

SECTION EIGHT

Biographical Background

1. Sex: male/female
2. Age: under 20/20-29/30-39/40-49/50-59/60 or over
3. Education: grade school/some high school/high school degree/some business college or technical school experience/some college experience (other than business or technical school)/business college or technical school degree/college degree/master's or higher degree
4. How long have you been a member of your present work team? Less than 3 months/3-5 months/6-12 months/between one and two years/between two and four years/four years or more
5. How long have you been a member of this organization? Less than 6 months/6-12 months/1-2 years/3-4 years/5-8 years/9-16 years/17-24 years/25 years or more
6. What is your brief job title? (optional)
7. What is your name? (optional)

SURVEY OF WORK TEAM CHARACTERISTICS

This survey was developed as part of a study being conducted at Yale University and The University of Michigan about work teams and how people react to them. The purpose of the project is to find out what factors are most important in affecting how well a group performs its work, and how much people enjoy being a member of the group.

The survey asks you to describe the group listed below. Our understanding is that you are familiar with that group and its work, but are not a member of it. If that understanding is incorrect, please write a note to that effect on this page, and return the survey without completing it.

Your responses to the survey will be kept completely confidential, and you will not be identified in any report of the research. If for any reason you would prefer not to complete the survey, simply return it blank. No one but a member of the research team will know.

We hope, of course, that you will decide to participate, and that you will answer each question as frankly as possible. If you are not familiar enough with the group to answer some of the questions, you may leave them blank.

The survey should take you about fifteen minutes to complete. Thank you for your cooperation.

J. Richard Hackman
Yale School of Organization and Management
Box 1A, Yale Station
New Haven, CT 06520
(203) 436-1115

The group to be described is: _____

1. Your own job or position: _____

2. How long have you known the
group being described? _____

3. What is your relationship with the team? (e.g., as its manager, as someone
who receives its work, as a personnel manager who consults with the group, etc.)

4. Your name [optional]: _____

SECTION ONE

Listed below are a number of statements that could describe a work group or team.

You are to indicate whether each statement is an *accurate* or *inaccurate* description of the work team you are rating.

Please try to be as objective as you can in deciding how accurately each statement describes that group.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing the work team?

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 1. The group clearly is a team of people with a shared task to perform--not a collection of individuals who have their own particular jobs to do.
- _____ 2. It is easy for the group to tell whether it is doing a good job or a bad job.
- _____ 3. The group work is so cut and dried that members have little chance to make decisions about how they do it.
- _____ 4. The group has clear standards for the behavior of its members.
- _____ 5. The group is the right size to do its work well.
- _____ 6. The group has the right mix of people needed to do its work well.
- _____ 7. The team merely carries out work: other people in the organization decide what is to be done and how it is to be done.
- _____ 8. The group task is engaging and involving.
- _____ 9. There is a lot of "jockeying" for position in the group.
- _____ 10. The work the group does is meaningful and important.

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- ___ 11. It is clear in the group what is acceptable behavior, and what is not acceptable.
- ___ 12. For some of their group tasks, team members never find out how well they have performed.
- ___ 13. Behavior in the group is very orderly--it is clear what members are expected to do, and they do it.
- ___ 14. The team has the authority to manage its work pretty much the way members want to.
- ___ 15. The way the group task is set up makes it hard for team members to generate much excitement about doing it.
- ___ 16. Some people in the work group do not have enough knowledge or skill to do their part of the group task.
- ___ 17. Members of the group must use a number of complex and high level skills to get their work done.
- ___ 18. People who receive the team's product or service let the team know what they think of it.
- ___ 19. There is a lot of room for initiative and judgment in the kind of work the team does.
- ___ 20. Certain individuals in the group are not able to work well in a team.
- ___ 21. What people in the group expect other people to do seems to change from minute to minute.
- ___ 22. Team members receive many "clues" about how well they are performing as they carry out their work on the group task.
- ___ 23. Members of the group have ample experience and expertise for doing the work of the group.

Here are two additional questions about the work group. Please put an "X" in the box that you believe is most accurate.

24. The work group is . . .

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

Too Small

About Right

Too Large

25. The people in the work group are . . .

☐

1

☐

2

☐

3

☐

4

☐

5

☐

6

☐

7

Too Different
From One Another

About Right

Too Similar
To One Another

SECTION TWO

Here are some statements that deal with the relationship between the group you are describing and the rest of the organization.

Once again, you are to indicate whether each statement is an *accurate* or *inaccurate* description of the way things are in the organization.

Write a number in the blank beside each statement, based on the following scale:

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

How accurate is the statement in describing the work team and the organization where it operates?

- _____ 1. Management goes out of its way to show appreciation for especially good performance by work groups in this organization.
- _____ 2. The group is very dependent on other groups to get its own work done.
- _____ 3. It is hard, in this organization, for a team to get the instruction or technical assistance it needs to resolve task-related problems.
- _____ 4. Relationships between the group and other groups in the organization are generally good.
- _____ 5. The team gets all the information it needs to plan a good way of proceeding with its work.
- _____ 6. The work group is not given any particular performance "targets" to aim for.
- _____ 7. When members have problems working together as a team, there is no one to whom they can turn for help.
- _____ 8. The physical place where the group does its work is not adequate for what the team has to do.
- _____ 9. The information the team receives about which performance goals are especially important (and which are not) is clear and complete.

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- ___ 10. If the team needs some training or technical consultation to deal with a work-related problem, it is readily available.
- ___ 11. The group frequently works with people or groups from other parts of this organization.
- ___ 12. The team has all the resources (that is, the things members use in carrying out the work) that are needed to perform well.
- ___ 13. The group has to deal with task problems for which it has not had sufficient training.
- ___ 14. Good team performance pays off in this organization.
- ___ 15. The requirements and constraints within which the team must operate are obscure and hard to figure out.
- ___ 16. The supervisor or manager responsible for the group has a participative or "democratic" style.
- ___ 17. A group that does a good job in this organization does not get any special rewards or recognition.
- ___ 18. If the team does not know something it needs to know to do its work, there are people available to provide instruction or help.
- ___ 19. It often is hard for the team to figure out just what management's real expectations and priorities are for its work.
- ___ 20. It is hard for the team to do a good job because it does not have all the materials, supplies or equipment needed to perform the task.
- ___ 21. The group frequently works with people or groups from outside this organization.
- ___ 22. The supervisor or manager of the group rarely consults with it about decisions that affect the group and its work.
- ___ 23. The team receives clear and complete information about what resources (such as materials, money, staff time) are available for use in its work.
- ___ 24. There is a lot of conflict between the group and other groups with which it must deal.

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 25. The group is encouraged to set clear group performance goals or objectives.
- _____ 26. The supervisor or manager of the group provides lots of good ideas for improving how members work as a team.
- _____ 27. The group works mostly by itself--it has little contact with other people or groups.
- _____ 28. When the team needs something to use in doing its work, it usually can get it.

SECTION THREE

Here are some statements that describe how people may work together within a group.

Please indicate whether each statement is an *accurate* or an *inaccurate* description of how the group you are rating functions.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing the work team?

1	2	3	4	4	5	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 1. People in the team share their special knowledge and expertise with one another.
- _____ 2. There is a lot of unpleasantness among people in the group.
- _____ 3. When a non-routine matter comes up in the team's work, members are quite adept at inventing new ways to handle the situation.
- _____ 4. Some individuals in the group do not pull their share.
- _____ 5. People are able to work together in the team even if they do not particularly like one another.
- _____ 6. People with more status or popularity in the group have more "say" about the task--even if they are not the most knowledgeable.
- _____ 7. People in the group often act as if the group is keeping them from achieving their personal goals and objectives.
- _____ 8. There is virtually no wasted effort in the group.
- _____ 9. Every time the group attempts to straighten out someone whose behavior is not acceptable, things seem to get worse rather than better.
- _____ 10. Everyone in the work team cares about the group, and works to make it one of the best.

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 11. The team almost never experiments with alternative ways the work might be carried out.
- _____ 12. Relationships among people in the group have been getting better lately.
- _____ 13. If someone in the team has some special knowledge about how to perform the group task, he or she is not likely to tell the other members about it.
- _____ 14. Whenever the team attempts to make a decision, members spend far too much time talking or arguing.
- _____ 15. The team is highly imaginative in thinking about new or better ways the task might be performed.

SECTION FOUR

Here are some suggestions that someone might make about how the group you are rating should operate. If these suggestions were made in that group, do you think most members would *approve* or *disapprove* of them?

Write a number in the blank beside each statement, based on the following scale:

Would most members approve or disapprove of the suggestion if it were made in the work team you are describing?

1	2	3	4	5	6	7
Most Would Strongly Disapprove	Disapprove	Slightly Disapprove	Most Would be Neutral	Slightly Approve	Approve	Most Would Strongly Approve

- _____ 1. The group should study in detail any new task before starting work on it.
- _____ 2. The group should not talk about differences in what various members have to contribute to the task.
- _____ 3. The group should openly discuss how much effort members are willing to put into various parts of the work.
- _____ 4. The group should check out the resources (such as money, materials, staff time) at its disposal before starting actual work on the group task.
- _____ 5. The group should plunge in immediately with work on a task without spending too much time beforehand planning what to do.
- _____ 6. The group should set aside some time now and then to try to invent new and better ways of proceeding with the work.
- _____ 7. The group should actively search for information about rules or requirements that might affect how members should go about their work.
- _____ 8. The group should review the task-relevant talent and experience of each member before deciding how to proceed with the work.

SECTION FIVE

Here are some statements that might be made about how the group you are describing performs.

Please indicate whether each statement is an *accurate* or an *inaccurate* description of that group.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing the performance of the work team?

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 1. The team works hard enough to get the task done well.
- _____ 2. The team applies enough knowledge and skill to their work to get the task done well.
- _____ 3. The way the team proceeds with its work is fully appropriate for the tasks that are to be done.
- _____ 4. The team sometimes is told that it does not produce enough work.
- _____ 5. The team sometimes is told that the quality of the work it produces is not satisfactory.
- _____ 6. The team could put substantially more effort into the work than it does at present.
- _____ 7. The methods and procedures the team uses in working together are just right for the tasks that are to be performed.
- _____ 8. The team could bring more knowledge and skill to bear on the group task than it does at present.
- _____ 9. The people who receive or review the team's work let the team know that they like what the team has produced.

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- _____ 10. At times it seems as if the group is headed in the wrong direction--that is, its approach to the task is not quite what is needed.
- _____ 11. Members of the team exhibit a great deal of skill in working on its group tasks.
- _____ 12. Members of the team work very hard to accomplish the tasks they are supposed to complete.